DOCUMENT RESUME

ED 266 236 AA 001 148

Resources in Education (RIE). Volume 21, Number 7.

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 86

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

DOCUMENT RESUME

ED 266 250 CE 043 472

Youth Employment Opportunity Wage Act of 1985. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Ninth Congress, First Session on S.797.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-347
PUB DATE- 22 May 85
NOTE- 128p.; Parts of this document contain small type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employment Opportunities; Employment Patterns; Employment Practices; *Federal Legislation; Hearings; *Minimum Wage; *Minimum Wage Legislation; Policy Formation; *Public Policy; Unemployment; *Youth Employment; Youth Opportunities; Youth Problems
IDENTIFIERS- Congress 99th; *Subminimum Wage

This Congressional report contains the testimony given at a hearing pertaining to passage of the Youth Employment Opportunity Wage Act of 1985. (The act, which would terminate in September 1987, would authorize an employer to pay a subminimum, "youth employment opportunity wage" to a person under 20 years of age.) Included among those persons providing testimony were representatives of the following agencies and organizations: the American Legion, the National Conference of Black Mayors, the Department of Labor, Boys' Clubs of America, Ser-Jobs for Progress, the American Farm Bureau, the AFL-CIO, the National Alliance of Business, and the National Grocers Association. The report also includes two newspaper articles and three charts deaing with the effects of fluctuations in the minimum wage on rates of employment and with the projected effects of a subminimum wage. (MN)

DOCUMENT RESUME

ED 266 263 CE 043 511

Bowes, S. Gregory, Ed.
Adult and Community Education in the 1980's. A Compendium of Lectures from Series in Adult Education at the University of New Mexico (1979-1984).
New Mexico Univ., Albuquerque. Coll. of Education.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe.
PUB DATE- Aug 85
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Counseling; *Adult Education; Adult Learning; *Community Education; *Counseling Services; Delivery Systems; Educational Practices; Females; Higher Education; Industrial Training; Marketing; Needs Assessment; Nontraditional Education; Postsecondary Education; *Program Administration; Reentry Students; Teacher Burnout; Teacher Evaluation; *Teaching Methods; Two Year Colleges

This compendium contains lectures on programs, administration, and services and on teaching and learning in adult and community education. The following lectures are included: "Working Effectively with Adults: What Research and Practice Tell Us," by Mark Rossman; "Learning How to Learn," by Robert Smith; "Assessing Teaching Style in Adult Education: How and Why," by Gary Conti; "Self-guided Learning and Change," by Allen Tough; "Non-traditional Adult Learning," by R. Andrew Johnson; "Development and Status of the American Community/Junior College," by S. Gregory Bowes; "Adult Education in Business and Industry," by Richard L. Knowdell; "The Reentry Woman in Higher Education," by Dolores Hentschel; "Needs Assessment Strategies and Techniques," by Malcolm Knowles; "Counseling and the Adult Learner," by Violet Malone; "Marketing and Promotion Strategies and Techniques," by Stanley Grabowski; and "Professional Burnout," by Mary Doris Woltkamp Rounds. (MN)

DOCUMENT RESUME

ED 266 277 CE 043 553

Provide Instructional Materials for CBE. Module K-4 of Category K--Implementing Competency-Based Education (CBE). Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-191-4
PUB DATE- 86
NOTE- 62p.; For related modules, see ED 262 204 and CE 043 551-555.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; *Competency Based Teacher Education; Curriculum Development; Educational Resources; *Instructional Materials; Learning Activities; Learning Modules; *Material Development; Postsecondary Education; Program Development; Secondary Education; Teaching Methods; Units of Study; *Vocational Education

This module is one of a series of more than 125 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational instructors. The competencies upon which these modules are based were identified and verified through research as being important to successful occupational teaching at all levels of instruction. The modules are suitable for the preparation of instructors in all occupational areas. This module is designed to give prospective teachers skill in locating and evaluating existing materials, in developing materials of their own, and in organizing their materials into a simple instructional delivery system, easily usable by students and consistent with the essential elements and facilitating characteristics of competency-based education (CBE). The module consists of a terminal objective, enabling objectives, prerequisites, resources, and four learning experiences. The learning experiences, each based on an enabling objective, contain activities, information, case studies, examples, and feedback. The final learning experience is an actual teaching situation in which the prospective teacher is to provide instructional materials for CBE and be assessed by a resource person. (KC)

DOCUMENT RESUME

ED 266 290 CE 043 580

Namibian Extension Unit. A Brief Account of the Distance Education Programme for Namibians.

Namibian Extension Unit, Lusaka (Zambia).

PUB DATE- Jan 85

NOTE- 17p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; *Continuing Education; *Distance Education; Educational Finance; Educational Philosophy; Educational Practices; *Foreign Countries; Nonformal Education; *Program Administration; Program Implementation; *Refugees; Role of Education; Teaching Methods; Tutoring

IDENTIFIERS- *Namibia

The Namibian Extension Unit (NEU), a distance education program for Namibian refugees in Zambia and Angola, was established in 1981 and began teaching courses in mid-1982. Its purpose is to provide basic education to adult Namibian refugees using the distance education format. The NEU provides courses in study skills, introductory English and basic mathematics; courses in agriculture, child care and nutrition, personal hygiene and community health, and secondary school English are being prepared. NEU distance learning activities are carried out in study centers throughout Angola and Zambia, under field supervisors for each country. Part-time tutors are employed to help the students in their studies; they are assisted by study group leaders--students a few courses ahead who are responsible for classroom procedures and helping students with lessons. NEU course materials are produced in writers' workshops organized by the Unit. NEU staff and teachers from Namibian Health and Education Centres help in the writing, and international experts and consultants also participate. The NEU is autonomous within the United Nations Institute for Namibia, and is overseen by a Board of Project Management. Financial assistance is provided by a variety of international sources. Approximately 165 employees work in the study centers to serve about 2,000 students; both figures are expected to rise as more of the target population of 40,000 Namibian refugees with at least four years of primary schooling are reached. (KC)

DOCUMENT RESUME

ED 266 304 CE 043 610

The Preliminary Georgia Evaluation, Planning & Budgeting Model: A Handbook of Suggested Management Procedures.
Georgia State Univ., Atlanta.
SPONS. AGENCY- Georgia State Board for Postsecondary Vocational Education, Atlanta.
PUB DATE- 85
NOTE- 278p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Vocational Education; Budgets; Educational Planning; Job Training; *Models; Needs Assessment; Postsecondary Education; *Program Budgeting; *Program Development; *Program Effectiveness; *Program Evaluation; *Vocational Education
IDENTIFIERS- *Georgia

This handbook is intended as a management resource for postsecondary and adult vocational education programs. Its uses include assessment of the effectiveness of current programs; identification of the need for new or expanded programs; development of an action plan for initiation, improvement, expansion, or termination of programs; and the translation of those plans into budget projections. Section I discusses the advantages of an evaluation, planning, and budgeting system and describes the essential characteristics of an effective system. Section II provides an overview of the three components of the model: evaluation, planning, and budgeting. A summary overview of suggested annual timelines is included. Sections III, IV, and V discuss more fully suggested procedures for implementing pre-planning activities, evaluation, planning, and budgeting. The final section focuses on repeating the cycle and improving the process. Appendixes, amounting to approximately one-half of the handbook, include current state-adopted standards for program categorization; specific definitions, data sources, instruments, and current state-adopted standards for the secondary assessment component; specific definitions of six key indicators, suggested data sources, instruments, and weighted index system for use in the evaluation component for new and expanded programs; and the

113-page evaluation report of the model. (YLB)

DOCUMENT RESUME

ED 266 318 CE 043 634

McKinney, Floyd L.; Kohan, Alan
A Design and Assessment of a Formative Evaluation of the Principles of Technology Curriculum Materials.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 146p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Change Strategies; *Curriculum Development; Educational Research; Evaluation Criteria; *Evaluation Methods; Field Tests; *Formative Evaluation; *Instructional Material Evaluation; Instructional Materials; Interviews; Program Improvement; Questionnaires; *Research Design; Research Methodology; Secondary Education; *Technical Education; Technological Literacy

The National Center for Research in Vocational Education (NCRVE) was consulted to improve the formative evaluation design for the Principles of Technology (PT) curriculum materials developed by the Center for Occupational Research and Development (CORD) and the Agency for Instructional Technology (AIT). Because the NCRVE entered the formative evaluation effort at midpoint in its evaluation time line, the formative evaluation activities being conducted by the curriculum developers were reviewed and minor changes were suggested. It was recommended that (1) case studies be used to provide the curriculum developers with a greater depth of information about the setting in which local schools were attempting to implement PT, (2) future formative evaluation efforts should be designed concurrently with the development of the curriculum and the development of strategies for field testing it, (3) the purpose and nature of formative evaluation should be thoroughly explained to all concerned parties, and (4) extensive communication should be maintained between curriculum developers and users. (Appendixes to this report include a membership list of the content review team, the first-year evaluation instruments, the formative evaluation time line, the approach for the second-year formative evaluation time line, the approach for the second-year formative evaluation that has been suggested by the NCRVE, the second-year instruments used by CORD and AIT, and an interview assessment guide.) (MN)

DOCUMENT RESUME

ED 266 332 CE 043 689

University Extension and Community Outreach. Courier No. 35.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Dec 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Adult Education; Community Development; Continuing Education; *Developing Nations; *Economic Development; *Extension Education; Foreign Countries; Higher Education; Open Universities; *Outreach Programs; *Rural Development; Universities
IDENTIFIERS- *Asia (Southeast); Malaysia; Singapore; Thailand

This issue presents papers that were presented at an Association of Southeast Asian Nations (ASEAN) seminar on university extension and community outreach. They give an overview of the philosophy and work of extension departments in some of the universities of Malaysia, Thailand, and Singapore. "University Extension and Community Service in Malaysia" (Saidin Teh, et al.) discusses extension and community service activities that have been and will continue to be undertaken by four universities. "The Role and Efforts of Prince of Songkla University in Community and Rural Development" (Chamnarn Pratoomsindh) describes the design and improvement of educational programs and projects directed toward the development of the Southern Thailand region. "Ramkhamhaeng University: Experiences in Extension Programmes" (Pat Noisaengsri, Usa Korntaptim) provides an overview of the university's programs in general and distance/extension education in particular. The paper, "Sukhothai Thammathirat Open University: Thailand" (Wichit Srisa-an), which was not presented at the seminar, is included because it provides an example of the innovative developments taking place in the area of widening access to universities in the region. Other papers that give overviews of extension programs in universities are "Chulalongkorn University: Experiences in Extension Programmes" (Phiphat Thiarry), "National University of Singapore: Experiences in Extension Programmes" (Lim Hoy Pick), and "Kasetsart University Experiences in Extension Programmes for the Development of Small Farmers and the Public" (Tatchai Sansingkeo). "Present Status and Prospects for the Future of University Extension Management in Developing Countries" (Sulaiman Hj. Mohd. Yassin) focuses on the topics named within the context of national development. (YLB)

DOCUMENT RESUME

ED 266 347 CG 018 827

Sussman, Steve; And Others

Ecological Relevance of Memory Tests and the Prediction of Relapse in Alcoholics.

PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Drinking; Ecology; Males; *Memory; Predictive Measurement; *Predictive Validity; Psychological Studies; *Psychological Testing; *Recall (Psychology); Test Use

Recent research suggests that alcoholic inpatients' performance on neuropsychological tests is predictive of their drinking status following discharge from alcohol rehabilitation programs, although no single test itself has been predictive of relapse. This study seeks to develop a ecologically relevant memory test that would predict relapse and could be easily administered to alcoholic inpatients. Participants were 56 male veterans ranging in age from 21 to 66 who were inpatients in an alcohol treatment program which advocated abstinence. Participants completed the Product Recall Test (PRT), an ecologically relevant test consisting of cut-out magazine advertisements placed on cards to test memory recall. The Memory-for-Designs Test (MFD) was administered as an ecologically irrelevant test for comparison. The results indicated that significantly more subjects who recalled less than or equal to one-half of the PRT test items relapsed. The MFD test showed no relationship to relapse. Poor performance on the ecologically relevant test may be related to relapse rates because those individuals with poor recall of real world items may be less socially effective and therefore more subject to relapse. The pages of references and statistical tables conclude the report. (ABL)

DOCUMENT RESUME

ED 266 362 CG 018 842

Feifel, Herman

Coping with Life-Threat and General Life Conflict: Two Diverse Beasts.

PUB DATE- 24 Aug 85
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Cancer; *Coping; *Death; Diseases; Emotional Response; *Heart Disorders; Males; *Older Adults; *Stress Management; Stress Variables

There is a widely held clincial contention that people use similar coping strategies in facing life-threatening situations as they do in dealing with general life quandries. To examine this hypothesis, male cancer patients (N=74), male heart disease patients (N=77), elderly persons (N=73), male patients with nonlife-threatening illnesses or disabilities (N=72), and normal healthy males (N=78) provided confrontation, acceptance/resignation, and avoidance coping responses to various life-threat, hypothetical stress, and recent actual nonlife-threatening situations. The results showed little indication that persons respond to life-threat situations (cancer, heart disease, old age) in the same way that they react to more common life tribulations. This finding is supported by the similar coping responses noted between reactions to both hypothetical and actual life situations of a nonlife-threat character and by the correspondence of coping manifested by the nonlife-threatened patients in their responses to general hypothetical stress conditions and to recent actual life problems. In addition, as in the case of the seriously ill patients and the elderly, healthy persons projecting serious illness and old age offered coping responses that were not related to those they indicated in dealing with nonlife-threatening situations, either hypothetically or in real life. A major conclusion suggested by these findings is that coping adaptation to stress cannot be meaningfully understood without reference to the level of threat.

(Author/NRB)

DOCUMENT RESUME

ED 266 377 CG 018 857

A Sex Affirmative Model Program: Counseling and Guidance.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.
PUB DATE- Mar 81
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Education; Counseling Objectives; *Counseling Services; *Equal Education; Models; Parents; *School Counseling; Secondary Education; *Secondary School Teachers; Sex Bias; *Sex Fairness; *Student Development
IDENTIFIERS- *Sex Equity in Educational Leadership

This document, which presents a model for sex affirmative guidance and counseling programs in secondary schools, is the result of the collaborative efforts of 23 Michigan secondary school counselors who attended a seminar on "Building the Model Program: Achieving Sex Equity in Counseling and Guidance Programs." Four program audiences are addressed: students, teachers, parents, and community. Three goals are given for each audience with charts for each goal and audience giving a list of activities, time required, person(s) responsible, and evaluation method. The goals listed for students include career education, academic preparation emphasizing nontraditional courses, and personal development. The goals for teachers and parents stress awareness of the impact of sex role stereotyping on students' lives, helping students explore nontraditional academic interests, and awareness of the world of work today. The goals suggested for the community include support of career education for students, assisting students to explore nontraditional academic preparation, and public relations efforts in sex equity activities. (ABL)

DOCUMENT RESUME

ED 266 392 CG 018 872

Evaluations of Computer-Based Career Information Delivery Systems: An Annotated Bibliography.

Association of Computer-Based Systems for Career Information, Eugene, OR. Clearinghouse.

PUB DATE- 85

NOTE- 47p.; For related documents, see CG 018 869-871.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Career Counseling; *Career Guidance; *Computer Oriented Programs; *Delivery Systems; *Information Systems

IDENTIFIERS- Career Information Systems; *Computer Assisted Counseling

This document contains an annotated bibliography which includes citations for 73 reports or other documents that deal with the evaluation of computer-based career information delivery systems. A few entries deal with the broader field of computer-assisted career guidance. The citations are grouped under three headings: (1) 42 state-based systems, listed alphabetically by state; (2) 8 comparisons of systems, listed alphabetically by author; and (3) 23 other documents, listed alphabetically by author. Coding at the end of each entry identifies the topics discussed in that document. (NRB)

DOCUMENT RESUME

ED 266 406 CS 008 264

Smith, Cyrus F., Jr.
The Content Determines the Process: An Ignored Relationship in Content Area Reading.
PUB DATE- 85
NOTE- 11p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985) and at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (6th, Milwaukee, WI, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; Educational Objectives; High Schools; Intermediate Grades; Junior High Schools; Lesson Plans; *Management by Objectives; *Reading Comprehension; *Reading Instruction; Reading Skills; Teacher Role; *Teaching Models

Because of the difference between narrative and expository material, students in grades 4-12 require different reading skills, as well as different levels of skills to comprehend subject matter reading. This means the content area teacher has two roles: subject matter specialist and instructional leader. The following model suggests a process by which instructional strategies for teaching content area material are determined by the content itself. First, the teacher lists instructional objectives in sequence according to their importance. Factors by which objectives are determined include the material to be read, the background of the students, and the resources available. Next, the teacher determines the levels of intellectual involvement dictated by the objectives, that is, the reading/thinking skills required to comprehend the material. Last, the teacher considers the methodology appropriate to teach the content at the requisite thinking levels. Choosing instructional strategies independently of determining objectives often leads to instruction only at the literal level. Use of the model in which the content determines the instructional process provides for more efficient and effective planning and implementing of instruction. (LLZ)

DOCUMENT RESUME

ED 266 421 CS 008 316

Meyer, Linda A.
Strategies for Correcting Students' Wrong Responses. Technical Report No. 354.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 39p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Feedback; Miscue Analysis; *Reading Comprehension; Reading Diagnosis; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Skills; Reading Tests; Reinforcement; *Teacher Response; Teaching Methods; Test Theory

Following a review of empirical research on teacher feedback to students' wrong responses, this paper describes a paradigm for use with direct instruction materials, applying the feedback model to comprehension tasks from traditional reading and science textbooks. The next section details a classification system for wrong responses grouped into four classes: lack of information, motor, confused, and rule application. The third section discusses five correction strategies--modeling, leading, testing, retesting, and mastery units--and provides guidelines for using them, while the fourth section presents scripted examples of each type of correction. The paper concludes with a review of the paradigm, a discussion of techniques, a discussion of teachers' opportunities to use the paradigm, the paradigm's limitations, and the criticism that direct instruction is mechanistic. Appended is a figure showing the direct instruction feedback paradigm. (EL)

DOCUMENT RESUME

ED 266 436 CS 008 338

Marzano, Robert J.; Hutchins, C. L.
Thinking Skills: A Conceptual Framework. A Special Issue of "Noteworthy."
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; Curriculum; Educational Change; *Educational Research; *Learning Theories; Memory; *Models; *Psychological Studies; Schemata (Cognition)
IDENTIFIERS- *Thinking Skills

The first chapter of this publication, which focuses on a new definition and integration of thinking skills in the curriculum, presents a model that unifies current research and theory with a new understanding of the traditional notion of content and with a different approach to instruction. The model proposed in this chapter synthesizes recent research around three interactive elements, which make up the second through fourth chapters: (1) content thinking, which includes declarative, procedural, and contextual knowledge, and the integration of these elements; (2) reasoning, which consists of transferring content (that is, storage and retrieval of declarative, procedural, and contextual knowledge), matching these elements with what is already known, and restructuring or producing new knowledge; and (3) learning to learn, which describes attending (paying attention), setting goals, monitoring attitudes, and self-evaluating the thinking processes. The document concludes with a discussion of a few restructuring issues considered necessary for the systematic teaching of thinking skills; specifically, how each of the three thinking skill areas necessitates fundamental changes in schools, testing, evaluation, and the integration of instruction. (EL)

DOCUMENT RESUME

ED 266 451 CS 209 400

Lang, Frederick K.
Varieties of Literary Experience for the Developing Writer.
PUB DATE- 11 Apr 83
NOTE- 16p.; Paper presented at the "Developmental Education in the 80's: The Realities" Conference (Brooklyn, NY, April 11, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Theories; Higher Education; Literary Criticism; *Reader Response; Reading Processes; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Reader Response Criticism

The reader response criticism that has arisen in direct response to the New Criticism can be adapted to the needs of the developing writer through its emphasis upon the experience of the reader engaged with the text. The reader response approach generates content--helps the developing writer find something to say--and facilitates the process wherein literary content, or what is happening to someone else, makes writers remember what happened to them. Students, instead of writing critiques, can write response statements that record the perception of a reading experience and its natural, spontaneous consequences, among which are feelings or effects, and peremptory memories and thoughts, or free associations. Developing writers can improve style by discovering patterns in literary sources through imitation or through emphasizing the response to literary forms. Class assignments may move from complete emphasis upon the experience the literary work evokes to emphasis upon the experience of the text. In summary, the inventive application of the principles of reader-response criticism can make writers out of developing writers. (EL)

DOCUMENT RESUME

ED 266 467 CS 209 556

Thaiss, Christopher
Language across the Curriculum in the Elementary Grades.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-2573-5
PUB DATE- 86
NOTE- 77p.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 25735, $6.00 member, $7.80 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Education; *Integrated Curriculum; Language Acquisition; *Language Arts; *Language Processing; *Language Research; Language Skills; Learning Activities; Learning Disabilities; Reading Skills; Speech Skills; Speech Therapy; *Teaching Methods; Writing Skills
IDENTIFIERS- *Language across the Curriculum

The language across the curriculum approach explored in this book implies the restructuring of curricula away from so-called "coverage" of content and toward creation of opportunities for learning in discussions, games, and in-class writing projects. Following an introduction and overview in chapter one, chapter two summarizes and analyzes the research in this field over the last two decades, touches on the major disciplines in order to cite significant research, and suggests practical techniques for bringing a learning-through-language approach to bear on the teaching of all subjects. Chapters three through seven explore five different classrooms, showing how language across the curriculum occurs among children of widely varying interests, in different grade levels, and in different types of classes. Specifically, these chapters discuss learning through language in third grade math and science, in first grade, in a class for the learning disabled, in a speech therapy class, and in the sixth grade. (EL)

DOCUMENT RESUME

ED 266 482 CS 209 582

Reed, Margaret A.
"Romeo and Juliet" in the Minneapolis Public Schools: Accurate Text or Bowdlerized Text?
PUB DATE- 23 Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthologies; Censorship; Instructional Materials; Literature Appreciation; *Publishing Industry; Reading Materials; *Textbook Content; *Textbook Publication; Textbook Selection
IDENTIFIERS- *Abridgments (Text); *Editorial Policy; Minneapolis Public Schools MN; Romeo and Juliet; Scott Foresman Company

In 1984, parents of a Minneapolis, Minnesota, ninth grader came before the school district's "Students' Right to Learn Committee" to object to what they described as a bowdlerized version of "Romeo and Juliet" in the Scott, Foresman text, and the publisher's failure to acknowledge in the text that the play was abridged. The committee concurred with the parents' conclusion. In spite of the parents' preference for having the book removed and returned to the publisher, the committee recommended specific steps the district should take, including expressing censorship concerns to the publisher, requesting statements from all publishers justifying any abridgments, and reminding teachers to inform students that "Romeo and Juliet" is abridged and to have a complete version available if a student should want it. Scott, Foresman is not the only publisher to abridge texts, although it is the only one to acknowledge it--in the teacher's manuals. Some publishers provide extensive abridgements and surprising reasons for them; others offer praise for the committee's concerns. From this experience, the committee has learned (1) a great deal about the publishing business and the powerful influence of states on textbook adoption policies; (2) that a wider range of literary selections is either being excluded from texts altogether or being more extensively "edited" than was suspected; (3) that school districts must look more critically at texts, and not rely on the information provided by publishers; (4) that the district's process for selecting texts is inadequate, due in part to the open text selection policy; (5) that publishers do respond to constructive criticism and negative publicity; and (6) that teachers must unite to express concerns if problems such as these are to be solved. (Two annotated bibliographies concerning the issues and complexities in textbook writing and textbook adopting, and specific problems in the development and selection of literature anthologies are included.) (HTH)

DOCUMENT RESUME

ED 266 498 CS 505 137

Arnett, Ronald C.
The Status of Ethics Scholarship in Speech Communication Journals from 1915 to 1985.
PUB DATE- Nov 85
NOTE- 45p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Content Analysis; Course Content; *Ethics; Higher Education; Professional Associations; *Research Methodology; Scholarly Journals; *Scholarship; *Speech Communication; Standards; Values
IDENTIFIERS- Speech Communication Association

To examine the theoretical status of ethics scholarship and to explore the historical and present directions of ethics in human communication research, this paper reviews more than 100 articles drawn from the speech communication literature. Following a brief introduction that sets forth the criteria for article selection, the paper discusses definitions of ethics in human communication. It then examines the articles according to the following groupings: (1) democratic ethics; (2) procedures, standards, and codes in ethics; (3) universal-humanitarian ethics; (4) contextual ethics; and (5) narrative ethics. The paper concludes that ethics research is healthy and vital, but that significant research questions still need to be answered in each of the five categories examined. The appended bibliography lists all references by category and includes a section on introductory books and articles. (FL)

DOCUMENT RESUME

ED 266 514 CS 505 208

McDow, Roberta M.
Parliamentary Procedure without Stress. Revised Edition.
National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.
REPORT NO.- ISBN-0-88210-071-8
PUB DATE- 85
NOTE- 82p.; For the first edition, see ED 151 900.
AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($5.00; payment must accompany orders of $15.00 or less).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Group Dynamics; *Meetings; *Organizational Communication; *Parliamentary Procedures; Secondary Education; *Speech Communication; *Student Organizations; *Student Participation; Voting

Intended for anyone approaching parliamentary procedure for the first time, this booklet is designed to provide a lucid explanation of parliamentary rules and the reasons for them. Chapter 1 discusses organizations, considering such things as bylaws, officers' titles, impartiality of the chair, boards, and committees. The second chapter--on the order of business--discusses the quorum and the call to order, opening exercises, reading and approval of minutes, reports of officers and committees, special orders, unfinished business and new business, adjournment, and the secretary's responsibilities. Chapter 3 explores all aspects of preparing the minutes, while chpater 4 discusses the making of a motion. Methods of voting are examined in chapter 5 and nominations and elections are discussed in chapter 6. The next three chapters discuss and define the following types of motions: subsidiary, privileged, and incidental. The final chapter explains restoratory and other motions such as those that are out of order, and dilatory motions. (Appendixes include an agenda planner, a tellers' tally sheet, a precedence chart, and a chart of motions.) (HOD)

DOCUMENT RESUME

ED 266 530 EA 018 158

Negotiations Primer.
New Jersey Principals and Supervisors Association, Trenton.
PUB DATE- 82
NOTE- 39p.; Document printed on colored paper; some pages may be marginally legible due to small print.
AVAILABLE FROM- Publication Sales, New Jersey Principals and Supervisors Association, 1479 Pennington Road, Trenton, NJ 08618 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrators; *Collective Bargaining; Contracts; Elementary Secondary Education; Employer Employee Relationship; Labor Relations; Negotiation Agreements; Negotiation Impasses; Professional Associations; *School Districts; School Personnel; Unions
IDENTIFIERS- Administrator Associations; *Administrator Bargaining; New Jersey

This booklet provides step-by-step advice for New Jersey school administrators on the organization of bargaining units and on negotiation. The section covering organizing reviews briefly the rights of school employee associations to negotiate, the values of collective negotiation, and the specific requirements and procedures involved in establishing a recognized bargaining unit. Information on preparing for negotiations is presented next, describing forms that must be filed, the composition of negotiating teams, the kinds of data that must be gathered and methods for gathering and developing them, and the importance of background information on the district's negotiating history and the attitudes of local school board members. The booklet then discusses specific contract items, including unit membership, negotiation procedure, grievance procedure, employee and association rights, communication between the association and the district, staffing, evaluation, leaves and vacations, hiring and transfers, school calendars, curriculum determination, professional development, insurance and safety, salary deductions, and other factors. Ground rules for negotiation are outlined next. A discussion of impasse procedures

concludes the text, covering mediation, fact-finding, arbitration, and claims of unfair labor practices. The booklet also contains a glossary of bargaining terms and samples of forms and documents. (PGD)

DOCUMENT RESUME

ED 266 544 EA 018 222

Biwer-Al-Yacoubi, Connie
Suggestions for Establishing an Operations and Maintenance Program and Conducting a Cost Study. The Operation and Maintenance of Our Schools. Monograph 1. Bulletin No. 5386.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- May 85
NOTE- 22p.; For a related document, see EA 018 223.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Building Operation; Cleaning; Custodian Training; Operating Expenses; *Programs; Scheduling; School Buildings; *School Maintenance; Staff Development; Staff Role; Staff Utilization
IDENTIFIERS- Wisconsin Department of Public Instruction

The operation and maintenance (O&M) of public school buildings and equipment has become more complex over the years, requiring increased training of personnel, more responsible management, and greater expenditure of school resources. This monograph provides basic guidelines for establishing a program to respond to these administrative concerns. The monograph first introduces its subject, stressing the differences between operations and maintenance. The body of the monograph is divided into three major sections. The first of these deals with establishing an O&M program. Topics include the development of policy statements, job descriptions and titles, employee training, organization of work schedules, and personnel evaluation. The second section focuses on custodial staffing. Several custodial workload formulas are discussed to aid administrators in determining the number of custodians needed for each school building. The final section contains data from the Wisconsin Department of Public Instruction's 1984 cost study of O&M programs. Mean figures for the state are listed, as are figures from national studies. The appendix contains a list of training workshops for O&M personnel and worksheets for computing both the number of custodians needed and local O&M costs for comparison with state figures. An annotated bibliography is also appended. (PGD)

DOCUMENT RESUME

ED 266 558 EA 018 304

Fitzpatrick, Kathleen; Charter, W. W., Jr.
A Study of Staff Development Practices and Organizational Conditions Related to Instructional Improvement in Secondary Schools. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Criteria; *Faculty Development; High Schools; Inservice Teacher Education; Instructional Design; *Instructional Improvement; Mathematics Instruction; Organizational Effectiveness; Policy Formation; *Program Effectiveness; Program Implementation; *School Supervision; Teacher Evaluation; *Teacher Supervision; *Teaching Conditions; Teaching Load; Teaching Methods
IDENTIFIERS- *Instructional Leadership

This study investigated instructional leadership functions and school policy factors that affected implementation of instructional strategies presented in a research-based staff development program for secondary school mathematics teachers in school districts in the Chicago suburbs. The instructional leadership functions included the amount and sources of support teachers received in their efforts to improve instruction. School policy factors included the workload assigned to teachers and the school's instructional supervision and evaluation procedures. A second objective was to test the effectiveness of the training provided in the staff development program by analyzing teacher participation, distribution of class time across various instructional functions, and student engagement in the learning process. After an introductory chapter setting forth the research problem and objectives, the four remaining chapters provide (1) an extensive review of the pertinent literature on instruction, staff development, instructional leadership, evaluation, and teacher workload; (2) an in-depth description of the research methodology; (3) data analysis; and (4) a discussion, based on findings, of staff development program effectiveness and organizational conditions for instructional improvement, along with recommendations for future research. Four appendixes provide instrumentation from the study. (TE)

DOCUMENT RESUME

ED 266 574 EC 181 738

Skrtic, Thomas M.; And Others
Interorganizational Special Education Programming in Rural Areas: Technical Report on the Multisite Naturalistic Field Study. Volumes I through IV.
Kansas Univ., Lawrence. Dept. of Special Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 887p.
CONTRACT- 400-81-0017
LANGUAGE- English
EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Boards of Education; Case Studies; *Compliance (Legal); *Cooperative Programs; Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Aid; *Federal Legislation; Needs Assessment; Program Administration; Program Effectiveness; *Rural Education; *School District Autonomy
IDENTIFIERS- *Education for All Handicapped Children Act

The report discusses a field study of the implementation of major requirements of P.L. 94-142, the Education For All Handicapped Children Act, by rural districts, and presents detailed case studies of five districts' responses. The first volume introduces the naturalistic model of inquiry, noting its philosophical underpinnings and basic characteristics. Operational Procedures in carrying out the field study research are addressed, including design update, site selection, data analysis, draft reviews, and steps to assume trustworthiness of the data (including its credibility, transferability, and dependability). Results of the field study are examined in terms of organizational/governance issues, service and delivery mechanism issues, effectiveness and impact issues. Among conclusions and policy recommendations offered is the need to clarify and simplify P.L. 94-142; provide more resources, proportionately, to rural areas; fully fund mandated programs; and stimulate formulas. A series of trade-offs in the policy decision process are also considered. Volumes II and III of the report present the detailed case studies of five rural districts and their responses to implementing P.L. 94-142. Volume IV contains four commissioned papers with the following titles and

authors: "Special Education in Rural America" (P. Worth); "Dean's Grants Projects and Rural Education" (M. Reynolds); "Local Implementation of P.L. 94-142: Similarities and Differences between Rural and Nonrural Local Education Agencies (LEAs)" (A. Wright); and "Problems and Strategies Regarding Regionalizing Service Delivery: Educational Collaboratives in Rural America" (D. Helge). (CL)

DOCUMENT RESUME

ED 266 590 EC 182 005

Rueda, Robert; Mercer, Jane
A Predictive Analysis of Decision-Making Practices with Limited English Proficient Handicapped Students.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 85
NOTE- 32p.; In: Annual Symposium: Exceptional Hispanic Children and Youth (3rd Denver, Colorado, June 20-21, 1985). Monograph Series, Volume 6, Number 1, p1-29, November 1985. For symposium proceedings, see EC 182 004.
CONTRACT- 300-83-0273
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Clinical Diagnosis; Elementary Secondary Education; *Handicap Identification; Individualized Education Programs; *Language Handicaps; *Learning Disabilities; *Limited English Speaking; *Referral; Special Education; *Student Evaluation; Trend Analysis; Urban Areas

The paper summarizes preliminary results from a study of practices with language minority (Hispanic) students referred for special education in large urban districts. A data collection instrument was developed to record information on such topics as student characteristics, family background, referral, assessment, individualized education program (IEP) information, and language assessment data. General characteristics of the referral process in one district (background, language usage, grades, current placements, IEP team participation, and group differences) are reported. A path model was developed using causal modeling techniques to examine possible factors leading to diagnoses of either learning disabilities or language impairment. Five variables in the model were found to have a direct effect on placement category after the effect of all the other variables had been controlled: sex, language scale, psychometric team, IQ test administered, and age. Findings revealed a surprising frequency of the language impaired designation. In general, findings were replicated in a second district. (CL)

DOCUMENT RESUME

ED 266 607 EC 182 022

16th Annual Survey of High Achievers: Attitudes and Opinions from the Nation's High Achieving Teens.
Who's Who among American High School Students, Northbrook, IL.
PUB DATE- 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Alcoholism; Drug Abuse; Family Relationship; *Gifted; *High Achievement; High Schools; National Surveys; Parent Child Relationship; Political Attitudes; *Secondary School Students; Sexuality; *Social Problems; *Student Attitudes; Student Leadership; Suicide

The report presents data from 2,043 questionnaires completed by secondary student leaders and high achievers. Ss were selected for recognition in "Who's Who Among American High School Students" by their principals or guidance counselors, national youth organizations, or the publishing company because of high achievement in academics, activities, community service, athletics, or performance in national scholarship or award contests. Tabulations break down responses to 77 questions in terms of sex, race, type of school, and community. In addition to a highlights paper, separate fact sheets focus on analysis of responses on the following topics: dealing with alcohol, drugs, sex, and suicide; support for teacher evaluations to raise national academic achievement; rating of President Reagan's performance in office; and reactions to terrorist acts against Americans. Another fact sheet compares students' responses from 1975 to 1985 on questions concerning sex, drugs, religion, friendship, education, and politics. A summary sheet presents listings of views on education, politics, drugs and alcohol, social issues, and teen suicide. (CL)

DOCUMENT RESUME

FL

ED 266 623 FL 015 342

Rivera, Loretta Smith
English as a Second Language--Curriculum Guide. Project Partners in Learning. ESEA Title VII.
Liberty Union High School District, Brentwood, CA.
PUB DATE- 85
NOTE- 239p.
AVAILABLE FROM- Project Partners in Learning, Liberty Union High School District, 850 Second Street, Brentwood, CA 94513 ($25.00 single copy, $20.00 quantity).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Check Lists; *Classroom Techniques; *Course Content; Curriculum Guides; *Demonstration Programs; Educational Games; *English (Second Language); Grammar; High Schools; *Language Skills; Lesson Plans; Second Language Instruction; Student Characteristics; Vocabulary Development
IDENTIFIERS- Elementary Secondary Education Act Title VII

A curriculum guide for a federally-funded demonstration project in English-as-a-second-language instruction for parents and their high school aged children is presented. The purpose of the program is to promote family participation in the school and community. The guide includes the following sections: descriptions of the project and of the adult and high school students' characteristics; brief notes on language teaching methods and content; a description of the classroom organization for both groups; an annotated bibliography of recommended texts and supplemental materials; an annotated list of related published resources; course outlines for the beginning, intermediate, and advanced courses, including performance objectives, experiences and activities, and useful resources; a checklist of proficiencies in each content area for each level; teacher strategies and lesson plans for each level; and notes on procedures for specific types of instruction (vocabulary, grammar, chain drill, and instructional games). (MSE)

DOCUMENT RESUME

ED 266 638 FL 015 452

Raatz, Ulrich

Investigating Dimensionality of Language Tests--A New Solution to an Old Problem.

PUB DATE- 85

NOTE- 15p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Data Interpretation; *Evaluation Methods; *Factor Analysis; Foreign Countries; *Language Tests; *Latent Trait Theory; Models; Second Language Learning; *Test Validity

IDENTIFIERS- West Germany

The use of factor analysis in examining the dimensionality of language tests is questioned and found to be problematic because it has a number of weak points which make it possible to manipulate results. Some of these weaknesses occur in the examinee selection sample, test selection, and the methods of extraction and rotation chosen. The use of the Classical Latent Additive Test Model, a latent-trait model comparable to the Rasch Model, is considered prefereble because of its more empirical basis. In application to three language tests--the C-Test, the oral interview, and the Delta-Test (Duisberg English Language Test for Advanced Students) battery of 21 subtests--at a German university, the Classical Latent Additive Test Model was found to be effective in assessing test dimensionality and in determining the optimum combination of Delta-Test subtests for a variety of assessment purposes. A number of tables showing the results are included. (MSE)

Kiss, Erno; Schuttler, Tamas
Choice of School and Career, and Its System of Motivation in Hungary.
National Inst. of Education, Budapest (Hungary).
REPORT NO.- ISBN-963-681-6107
PUB DATE- 84
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Career Choice; Career Education; Educational Research; Foreign Countries; Grade 7; National Surveys; *School Choice; Secondary Education; *Social Stratification; *Student Motivation
IDENTIFIERS- *Hungary

In Hungary, a countrywide survey of school and/or career choice intentions among seventh-grade primary school pupils was complemented by an examination of the motives playing a role in the choice. School achievement was the strongest factor that decides the tendency of the intention of choosing a secondary school. Regarding career choices, the choice of level of future career was also primarily determined by pupils' average school achievement. Since school achievement and family background were closely related, high prestige professional careers were chosen by children from professional families. Choice of school and choice of career were closely linked, interrelated processes. School and career choice reflected a general need of social mobility that the rising generation should attain a higher educational level and occupational status than their predecessors. Changes in the career motivations of primary school students compared to the early 1960s indicated the importance of (1) good working conditions, (2) social prestige attainable through a career, and (3) sociability. Position in the social hierarchy strongly determined career choice conceptions and their realization. The positive motives important from the viewpoint of career choice were also found to be important from the viewpoint of school achievement. (YLB)

ED 266 251 CE 043 474

Business Education Curriculum.

Alaska State Dept. of Education, Juneau. Div. of Adult and Vocational Education.

PUB DATE- 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accounting; Behavioral Objectives; *Business Education; *Business Skills; *Clerical Occupations; *Competency Based Education; Data Processing; Job Skills; Learning Activities; Minimum Competencies; Office Practice; Secondary Education; *Secretaries; State Curriculum Guides; Validity
IDENTIFIERS- Alaska

This guide gives information on the skills and knowledge that students should acquire in a secondary-level business education program. Section 1 introduces the competency-based curriculum and discusses curriculum delivery systems, the role of the teacher in curriculum development, and options for program development. Goals, competencies, and activities have been included for a total business education program that covers accounting, general office, data processing, and secretarial programs. The competencies listed are based on the results of task inventory evaluations in both Anchorage and Fairbanks, Alaska. Section 2 contains a skills card for evaluating competency completion by students. The third section is a resource list of textbooks, software magazines, and other materials needed by teachers. The appendix provides information on the task inventory results that were used as a basis for competencies included in the curriculum guide. (MN)

ED 266 378 CG 018 858

Murrell, Stanley A.; Himmelfarb, Samuel
Effects of Bereavement and Pre-Event Status on Depression in Older Persons.
PUB DATE- May 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Death; *Depression (Psychology); Emotional Problems; *Grief; Middle Aged Adults; *Older Adults; *Physical Health; Psychological Patterns; Risk; Stress Variables
IDENTIFIERS- *Bereavement; *Life Events; Loss

The psychological stress produced by life events is actively researched because of the effects this stress has on physical and psychological functioning. Bereavement may be the most stressful of these events and therefore it is the subject of this study. A sample of adults from three different geographical areas of Kentucky was assembled and 71.5 percent of the adults months for a total of five interviews. A life event scale testing 54 life events common in older adults was administered. Researchers determined if subjects had attachment bereavement (loss by death of spouse, parent, or child), nonattachment bereavement (loss by death of sibling, grandchild, or friend), and other losses (loss of a house or job). Depression and pre-event variables were measured. The results suggested that bereavement and other losses do independently affect depression when measured within 6 months of the loss. Pre-event differences need to be considered if an accurate estimate of effects of events on depression is to be made. Physical health was the strongest predictor of depression. This approach to the study of bereavement makes it possible to measure the effects of or number of variables prior to the bereavement event. (ABL)

ED 266 393 CG 018 873

Meyer, David P.; Ramey, Luellen
Re-Employment of Displaced Workers: What Does and Doesn't Work.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Conference of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Services; *Dislocated Workers; Employment Interviews; *Job Applicants; *Job Layoff; *Job Skills; *Outplacement Services (Employment); Program Descriptions

In light of the many thousands of displaced workers in Michigan, a program was developed to help laid-off workers assess their capabilities, relate their skills to job market needs, overcome the grief resulting from job loss, learn how to approach prospective employers, and successfully market their abilities. The 3-month program was offered at plant sites, union classrooms, or in community-based training centers. The delivery methods included presenters trained to introduce and lead discussions and group counseling sessions and peer facilitators selected by their unions and trained to work with participants, to spot problems, and to model target behavior. Several successful program criteria were identified: (1) length of 6 to 10 weeks; (2) accurate, broad-based labor information; (3) focus on interviewing skills; (4) social or monetary inducements to participate; (5) delivery variables including group process and films; (6) training in resume skills; (7) skilled presenters; (8) self-analysis; (9) referral to community resources; (10) program evaluation; (11) comfortable physical setting and warm atmosphere; and (12) support during job finding phase. Problems include insufficient screening of guest speakers and inadequate interview practice. (ABL)

ED 266 452 CS 209 410

Wells, Gordon; And Others
From Speech to Writing: Some Evidence on the Relationship between Oracy and Literacy from the Bristol Study "Language at Home and at School."
PUB DATE- Apr 85
NOTE- 34p.; Paper presented at the Annual Meeting of the International Writing Convention (Norwich, England, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Child Development; Child Language; Cognitive Development; Developmental Stages; Family Influence; Individual Differences; *Integrated Activities; *Language Acquisition; *Language Research; *Language Role; *Oral Language; Primary Education; Speech Skills; Writing Evaluation; Writing Skills; *Written Language
IDENTIFIERS- *Speaking Writing Relationship

Prepared as part of a British project investigating children's language at home and at school, the study described in this paper centered on an examination of the spoken and written narrative texts produced by children to determine (1) the relationship between spoken and written texts; (2) the differences, if any, in the production processes used in each; (3) the characteristics that most influenced raters in ranking the texts; and (4) whether the qualitative differences that led to the ranking of the texts as successful or unsuccessful were the result of individual differences or represented different stages in common sequences of development. The major portion of the paper consists of discussions of specific narrative samples that explain how and why each was rated successful or unsuccessful. The paper concludes with a brief discussion of the complex interrelationships between speech and writing and offers several implications of the study for teachers. Copies of student writing samples and of the writing prompt are appended. (FL)

ED 266 499 CS 505 149

De Young, James L.
The Practicum Experience: Relic of the Sixties or Hope of the Eighties.
PUB DATE- 20 Dec 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Drama; *Experiential Learning; Higher Education; Models; *Practicums; Speech Curriculum; *Theater Arts

Practicum courses in theatre arts, which function as laboratories where students can practice theatre and receive academic credit for their efforts, greatly benefit students. Because the main goal of such practicums is cooperative achievement of the best production possible and since every step of a production involves a new problem or decision, the practicum course appears to provide an ideal model for life training as well as for artistic training. An experiential model created by Kolb, Chickering, and others tries to capture both the cognitive and the socioemotional factors that go into knowledge acquisition and application. The practicum theatre activities support this model by focusing on having experiences or taking actions, observing and reflecting on these experiences in order to generalize from them, and re-using the generalizations to solve new or similar problems. The direct experience that theatre practicums provide, therefore, assures strong student motivation because it teaches socialization skills and creative problem solving by offering students the experience of producing art and of plying their craft before an audience. (EL)

ED 266 608 EC 182 02

Weiner, Roberta
P.L. 94-142: Impact on the Schools. First Edition.
Capitol Publications, Inc., Arlington, VA.
PUB DATE- 85
NOTE- 362p.; Published by the Business and Education Division.
AVAILABLE FROM- Capitol Publications, 1300 North 17th St., Arlington, VA 22209 ($55.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; *Disabilities; Educational History; Elementary Secondary Education; *Federal Legislation; Futures (of Society); Handicap Identification; *Program Effectiveness; Program Implementation; Special Education; Student Evaluation
IDENTIFIERS- *Education for All Handicapped Children Act

The report presents an analysis of nearly 900 responses to surveys regarding the success and failure of P.L. 94-142, the Education For All Handicapped Children Act. Part 1 traces the legislative, regulatory, and litigation history of P.L. 94-142 and reviews the effects of the law on research, training, and instruction. Part 2 includes six chapters on future trends in special education. Subjects are: (1) money--the special education problem that won't go away; (2) the next 10 years in special education litigation; (3) misidentification of students; (4) problems of paperwork; (5) extensions of services to older and younger children; and (6) possible implications of medical and educational advances with high risk children. Part 3 presents views of administrators, advocates, and state officials regarding the effectiveness of the law. Appended materials include the text of the law and regulations. (CL)

ED 266 639 FL 015 453

Schreuder, Klaas
Formative Tests of Speaking Proficiency in the Mothertongue for 14-Year Olds.
PUB DATE- 85
NOTE- 13p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Dutch; Foreign Countries; *Language Proficiency; *Language Tests; Native Speakers; Secondary Education; Second Language Learning; *Speech Communication; Teacher Attitudes; *Test Construction; *Test Reliability

The development and validation of oral native language tests for Dutch adolescents was conducted for both assessment and curriculum development purposes at the secondary level. The oral language situations tested were the monologue, dialogue, and polylogue or group conversation on a topic. An American inventory of common speech subjects was used to construct test situations, and the test subskills were drawn from the students' textbooks. The situations, subjects, and subskills were combined into three tests, which were administered to 14-year-olds in all areas of the country and all dialect regions. The tests were taped, and teachers were asked to rate the dialogue and monologue tests on content, organization, language, delivery, and communication. The interrater reliability and homogeneity of assessment criteria were analyzed statistically. On the whole, it was found that the two test types were closely correlated and that overall scores would have sufficed for ranking students in the case of almost all raters. However, when only one rater is available, as in a classroom testing situation, the analytic method of scoring is preferred to the overall scoring method. (MSE)

Improving the Basic Skills of Vocational-Technical Students: An Administrator's Guide. Competency-Based Vocational Education Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.
REPORT NO.- ISBN-0-89606-226-0
PUB DATE- 86
NOTE- 121p.; For related modules, see ED 226 242-254, ED 231 969-970, and ED 236 383-386.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Role; *Basic Skills; Budgeting; Competency Based Education; Educational Equipment; Educational Facilities; Evaluation Criteria; Financial Support; Letters (Correspondence); *Program Administration; Program Content; Program Development; *Program Evaluation; Records (Forms); Secondary Education; *Skill Development; Staff Development; Staff Utilization; *Vocational Directors; *Vocational Education

This guide provides information and guidelines intended to assist vocational administrators in developing and evaluating programs to improve the basic skills of vocational-technical students. Part one provides background information about basic skills and examines their role in vocational education. Discussed next are various program types, approaches, and staffing patterns that may be used in a basic skills program. The third part addresses the following aspects of planning for basic skills improvement: effective program planning; the planning process; students; staffing; facilities, equipment, and materials; and funding. A chapter on program implementation and criteria for evaluating program effectiveness concludes the guide. Sample forms/correspondence and activities are included in many chapters. (MN)

Manage the Daily Routines of Your CBE Program. Module K-5 of Category K--Implementing Competency-Based Education (CBE). Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-192-2
PUB DATE- 86
NOTE- 61p.; For related modules, see ED 262 204 and CE 043 551-555.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; Competence; *Competency Based Education; *Competency Based Teacher Education; Curriculum Development; Educational Resources; Learning Activities; Learning Modules; Postsecondary Education; Program Development; *Program Implementation; Secondary Education; *Teaching Methods; Units of Study; Vocational Education

This module is one of a series of more than 125 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational instructors. The competencies upon which these modules are based were identified and verified through research as being important to successful occupational teaching at all levels of instruction. The modules are suitable for the preparation of instructors in all occupational areas. This module is designed to give prospective teachers skill in managing the daily routines of a competency-based education (CBE) program. Its information and practice activities will assist the student teacher in assuming the role of resource assessment in a CBE program. The module consists of a terminal objective, enabling objectives, prerequisites, resources and five learning experiences. The learning experiences, each based on an enabling objective, contain activities, information, case studies, examples, and feedback. The final learning experience is an actual teaching situation in which the prospective teacher is to manage the daily routines of a CBE program and be assessed by a resource person. (KC)

ED 266 291 CE 043 582

Program Plan for Community College Home Economics.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 86
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; *Articulation (Education); Behavioral Objectives; Child Development; Clothing Instruction; *Community Colleges; *Core Curriculum; Course Content; Daily Living Skills; Delivery Systems; Employment Opportunities; Evaluation Criteria; Family Life Education; Fashion Industry; Foods Instruction; Gerontology; *Home Economics Education; Home Economics Skills; Home Management; Interior Design; Learning Activities; Merchandising; Nutrition Instruction; Program Content; Program Development; Program Implementation; Resources; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

This guide outlines the core curriculum and articulation plans that were developed by a home economics task force for the purpose of improving and standardizing home economics education programs at community colleges throughout California. The first five chapters deal with the following subject areas addressed in home economics education: child development, family studies, and gerontology; fashion; interiors (environment, design, and merchandising); life management; and nutrition and food. Each of these chapters includes a statement of purpose; a discussion of career opportunities; a list of programs and courses comprising the curriculum; course descriptions and quality indicators; suggested activities; evaluation, assessment, and accountability criteria, a list of available resources, and information concerning recommendations and dissemination. Chapters on articulation and processes for implementing recommendations are also included. Appendixes to the guide include lists of project staff and task force members and a glossary. (MN)

ED 266 305 CE 043 616

Cheatham, Danny L.; And Others
An Annotated Bibliography--Volunteerism.
Mississippi State Univ., State College. Cooperative Extension Service.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 85
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; *Advisory Committees; Educational Resources; Human Resources; *Middle Management; Postsecondary Education; Secondary Education; *Student Organizations; *Student Volunteers; Voluntary Agencies; *Volunteers; *Volunteer Training; Young Adults
IDENTIFIERS- *4 H Clubs

This annotated bibliography is a selected listing of resource material for three specific areas of 4-H volunteerism: (1) volunteers serving as middle managers; (2) volunteers serving on a board, advisory group, or committee; and (3) youth volunteers. The bibliography is divided into these three categories. The material is subdivided under each heading into general divisions: literature (books, pamphlets, manuals, research papers, journal articles), training material, and resource persons. Each section is preceded by a matrix of highly recommended resources with those selections classified as to applicability. The individual entries are in alphabetical order by author and follow the American Psychological Association style. (The bibliography was compiled by a committee through extensive searches in literature, databases, and inquiries of persons knowledgeable in the fields of 4-H and/or volunteerism.) (KC)

ED 266 319 CE 043 635

Lewis, Morgan V.; Norton, Lee
Forces and Factors Likely to Influence Vocational Education: The Aging Population.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 89p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Aging (Individuals); Demography; Economic Factors; Educational Change; Educational Trends; *Enrollment Trends; *Futures (of Society); Influences; Labor Force; Models; Older Adults; Participation; *Population Distribution; *Population Trends; Postsecondary Education; Retirement; School Demography; Tables (Data); Technological Advancement; *Vocational Education; Work Attitudes

The aging of the population is one of the major influences on the environment in which vocational education operates. The number of people 65 and older will increase more slowly in next 25 years than in the past. Improvements in working conditions, health care, and pension plans since World War II have made those who will be 65 by the end of the century healthier and more financially secure than previous generations of the elderly. Medical advances that should lead to sizeable increases (5 years or more) in the life expectancy of the elderly in this century are not likely. A significant proportion of those approaching age 65 express interest in working, usually on a part-time basis; however, labor force participation by males 55 and over has been declining steadily. These findings suggest that those elderly persons who are most likely to want and need vocational education are the poor and near-poor. The role that appears most appropriate for vocational education is to serve those who wish to work but lack skills. (Appendixes to this report include a model of the major influences on vocational education, a list of the information sources scanned on a regular basis during this study, and seven pages of references. (MN)

Development of Microcomputer Simulations for Vocational/Technical Education. Final Report.
Randolph Technical Coll., Asheboro, NC.
SPONS. AGENCY- North Carolina State Dept. of Community Colleges. Div. of Planning and Research Services.
PUB DATE- Jun 85
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Auto Mechanics; Community Colleges; *Computer Simulation; *Machine Tools; *Material Development; Microcomputers; *Numerical Control; Technical Education; Trade and Industrial Education; Two Year Colleges; *Videotape Recordings; Vocational Education
IDENTIFIERS- *Electronic Fuel Injection Systems

A project investigated the feasibility of developing equipment simulations in vocational curricula using videotapes and microcomputers. To conduct the research, two pieces of equipment that could be used in vocational curricula throughout the North Carolina Community College System were chosen: (1) computer numerical control (CNC) lathe used in machine shops and similar operations and (2) electronic fuel injection (EFI) systems. Two computer-assisted instruction (CAI) packages for use in vocational curricula were developed. A program on EFI systems for use in automotive mechanics consisted of two computer diskettes containing a tutorial, graphics simulations, and a recordkeeping system. A program on CNC equipment for use in machine shop curricula included a similar computer package and a videotape segment on the CNC work environment. An instructor's guide accompanied each package. The programs were produced on an Apple IIe microcomputer. A final report and slide/tape presentation on the project were produced. These benefits of CAI were found: lower equipment and materials costs, increased safety, overcoming of problems involved in group demonstrations, and self-pacing. Other conclusions were that initial development of CAI is time consuming and costly, but benefits can be shared and faculty need release time. (Instructor's guides and project materials are appended.) (YLB)

ED 266 348 CG 018 828

Shafranske, Edward P.; Malony, H. Newton

Psychologists' Religious and Spiritual Orientations and Their Practice of Psychotherapy.

PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Counseling Techniques; *Counselor Attitudes; *Counselor Characteristics; *Psychologists; *Religious Factors

The nature of clinical psychologists' religiosity, belief orientation, and practices in psychotherapy, including an assessment of ideology, non-doctrinal beliefs, attitudes toward clinical interventions, and a measure of dimensions of religiosity needs to be examined. To assess psychologists' religious and spiritual orientation in relation to their practice of psychotherapy, a 62-item questionnaire was sent to 68 California psychologists. Findings were recorded for ideology, affiliation with organized religion, dimensions of religiosity, and clinical practice and training. Several conclusions can be drawn from the survey. The results revealed that psychologists were distributed equally within three ideological frameworks. They appeared to address religious, spiritual, and ontological issues in their personal lives and to respect the function that religion serves in peoples' lives. In general, they did not affiliate with organized religion, although the majority reported having been raised in a religion and in general did not report this as being a negative experience. Professionally, psychologists dealt with religious and spiritual issues in psychotherapy and the majority felt personally competent to counsel clients regarding spirituality. The majority were in favor of including the psychology of religion in psychologists' education and training. (ABB)

ED 266 363 CG 018 843

Alexander, Sheldon; Russ, Terry Lee
Procedural and Distributive Justice Effects: The Role of Social Context.
PUB DATE- 25 Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; College Students; Higher Education; *Justice; *Rewards; *Social Environment; *Work Environment
IDENTIFIERS- *Distributive Justice; *Procedural Justice

Distributive justice deals with the fairness of outcomes or rewards while procedural justice deals with the fairness of the rules and processes involved in the distribution of rewards. Two studies were conducted to examine the influence of different social contexts on the effects of procedural (PF) and distributive (DF) fairness. College students (N=584) in the first study read a story describing a college situation in which a professor allocated a course grade to a student. In the second study, college students (N=192) read a story describing a supervisor allocating a pay increase to a worker. The school study used three PF levels; the work study used two PF levels, and both studies used three DF levels. After reading the stories, subjects completed questionnaires which included measures of nine dependent variables. The results indicated that: (1) both PF and DF had strong effects on the affective and social responses studied; (2) PF had much greater influence than DF in the work context, but not in the school context; and (3) the relative impact of PF vesus DF varied for different social and affective responses. These findings suggest that PF is quite important and that justice research and theory dealing only with DF is seriously incomplete. The findings also suggest that social and allocation context may influence the roles of PF and DF in their relative impact on social and affective responses. (NRB)

ED 266 407 CS 008 265

Booker, Theresa
A Mediated Cognitive Program to Increase the Critical Reasoning and Reading Competencies of College Undergraduates and Pre-Collegiate Learners.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Communication Skills; Content Area Reading; Cooperative Planning; Course Descriptions; *Critical Reading; *Critical Thinking; Higher Education; *Interdisciplinary Approach; *Learning Processes; Learning Strategies; *Metacognition; Problem Solving; Reading Comprehension; Self Evaluation (Individuals); Team Teaching; Undergraduate Students
IDENTIFIERS- *Feuerstein (Reuven); *Mediated Instruction

An interdisciplinary critical reasoning and reading course (ICCR), developed to address problems of undergraduates who lack critical reasoning and oral and written communication skills, is described in this paper. The first two sections of the paper provide a rationale for the use of collaborative team instruction based on Feuerstein's model of cognitive modifiability through systematic and consistent mediation and a summary of the program development. The third section discusses the course, including the goals, objectives (increase students' awareness of their own learning strategies), ideas to be stressed (use of precise terminology), and examples of suggested activities. The fourth section analyzes the dynamic assessment techniques (pre and post) upon which the mediated instruction is based and by which students' growth is measured. Rationales are presented for the uses of various instruments and techniques to measure progress at the stages of data gathering, data elaboration (classification, comparison, summarization), and data communication. The other sections discuss the checklist of student behavioral changes, the interrelationship of ICCR with General Education Courses, and the reflective observations of the course's beneficial effects on both teachers and students. Concluding remarks articulate the reasons for a commitment to mediated cognitive instruction. Appendixes include sample syllabi and further information regarding Feuerstein's model. (LLZ)

ED 266 422 CS 008 317

Blanchard, Harry E.
Investigations of Information Utilization during Fixations in
Reading. Technical Report No. 356.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 33p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Eye Fixations; Eye Movements; *Information Utilization; *Language Processing; *Reading Processes; *Reading Research; Visual Stimuli

The acquisition of visual information, which occurs during eye fixations, involves two processes: registration (visual information becoming available to the brain) and utilization (visual information being used to further text comprehension). Registration occurs at the beginning of a fixation, while at least four possible patterns describe the points at which utilization occurs. It may occur: (1) immediately following registration; (2) from different regions at different times; (3) frequently throughout the fixation--continuous utilization; and (4) at a delimited point in time. In order to test these hypotheses, a series of experiments, all using a variation of the same methodology, was conducted. The results indicate that the fourth pattern--utilization occurring at a delimited point in time--best describes what occurs most typically during reading. Furthermore, the results present two possible versions of this hypothesis: that utilization takes place at the end of a fixation or after a fixation is terminated, and that the time of utilization varies--early or late in the fixation--influenced possibly by the needs of other on-going language processes. Further research is needed to examine these possibilities. (LLZ)

ED 266 437 CS 008 339

Benedetto, Rosemary A.
Language Ability and the Use of Top-Level Organizational Strategies.
PUB DATE- Dec 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Bilingualism; Community Colleges; English (Second Language); *Language Proficiency; *Reading Comprehension; Reading Processes; *Reading Research; Reading Strategies; *Recall (Psychology); *Second Language Learning; *Spanish Speaking

A case study addressed (1) the relationship between language ability and the use of top-level organizational strategies that focus on the macrostructure of written text, and (2) the comparative use of these strategies when reading expository texts in native language (L1) and second language (L2). Subjects were five Hispanic English as a second language (ESL) students in an urban bilingual community college. In each of two individual testing sessions, students read silently an expository text, and were asked first to write down and then to dictate into a tape recorder all they could remember without referring to the text. Written and oral recall protocols were produced in Spanish after the Spanish text and in English after the English text. The second session concluded with an open-ended interview that produced a profile of each student's perceptions and memories of their own Spanish and English reading processes. Results showed L2 reading ability did not improve as a function of increased ability in the second language. The students who lacked an efficient approach to written text in L1 exhibited less sensitivity to discourse constraints when reading in L2 in spite of acquired language ability. (HOD)

ED 266 468 CS 209 558

Marcus, Stephen
Computers in Thinking, Writing, and Literature.

PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Cognitive Processes; *Computer Assisted Instruction; *Computer Literacy; Educational Technology; Elementary Secondary Education; Evaluative Thinking; *Student Attitudes; *Teacher Attitudes; *Technological Advancement; Writing Instruction

Gender, race, and socioeconomic status are important factors in the experience students have with computers before they reach college classrooms, and these experiences establish the foundation for student and faculty attitudes toward computers. English teachers' attitudes toward computers can be considered in the context of the thinking process model analogous to the writing process: the degree to which teachers' attitudes have resulted from prethinking rather than rethinking of facts, fears, and intuitions reflects humanities writers' and teachers' ambivalent relationships with technology. Historically, computer assisted instruction in writing has ranged from early single-activity drill-and-practice software to the notion of "idea processors." There are now numerous applications for computer assisted instruction in literature: tutorials, word processing activities, data base courseware, creative writing software, and interactive fiction. Attitudes toward this changing technology need to be reexamined. Teachers' prethinking, thinking, and rethinking will be a major force in making the most of current technology and students' preconceptions. (HOD)

ED 266 515 CS 505 209

Lancaster, Dalton

The Impact of Courtroom Cameras on Media Coverage of Trials.

PUB DATE- Nov 85

NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Court Judges; *Court Litigation; Court Reporters; Justice; *Mass Media Effects; Media Research; *News Media; Newspapers; *News Reporting; *Television; *Television Research

IDENTIFIERS- Courtroom Procedures

A study examined the effect the presence of television cameras had on media coverage of trials. In the separate trials of two men indicted for murder in Indianapolis, much of the same evidence and many of the same witnesses were used. However, television cameras had access to one trial but not the other. Data for the study were collected by analyzing coverage of the two trials by the city's three network-affiliated television stations and two daily newspapers for comparison and content analysis. Results showed that televised reports and newspaper coverage were longer for the first trial, when television cameras were in the courtroom, than for the second, noncamera trial. Television coverage of the second trial, however, did not decline as much as newspaper coverage of the second trial declined. In addition, a content analysis of the televised reports of the two trials suggests that the news judgment of television journalists was not distorted by having cameras in the courtroom. (A summary of the most salient variables of media coverage of the trials are appended.) (DF)

ED 266 531 EA 018 159

Gary, Barbara Stewart
Seeking Foundation Grants.
National Catholic Educational Association, Washington, DC. Office of Development.

PUB DATE- 85
NOTE- 47p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 ($5.65 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Catholic Schools; Elementary Secondary Education; Grants; *Grantsmanship; *Philanthropic Foundations; Private Financial Support; Private School Aid; Program Proposals; Proposal Writing

Institutions seeking supplementary funding should not be afraid of approaching foundations for grants but should be sure that they understand the grant-seeking process so they do not waste time and effort sending inadequate proposals to uninterested foundations. This booklet, a guide to grantsmanship intended primarily for Catholic educators, notes the value of foundations as funding sources, reviews the types of foundations in existence, and discusses grantsmanship as an extended process rather than as a mere exercise in proposal writing. The guide then moves through the process step by step, beginning with methods for researching foundations to determine which foundations to consider, what kinds and amounts of support are available, and what kinds of recipients are favored. Sources for information are cited. The guide next discusses contacting foundations by telephone or letter and reviews the steps involved in preparing for personal interviews. Organizing, packaging, and presenting the proposal are the final steps in the process. Two sample proposals and information on The Foundation Center are presented as appendixes. (PGD)

ED 266 545 EA 018 223

Biwer-Al-Yacoubi, Connie
Inspecting the School Plant. The Operation and Maintenance of Our Schools. Monograph 2. Bulletin No. 6105.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Sep 85
NOTE- 31p.; For a related document, see EA 018 222.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Evaluation Utilization; *Inspection; *School Buildings; *School Maintenance; Site Analysis

Two intruments for evaluating the school plant are presented in this monograph. The first enables districts to appraise the effectiveness of school maintenance programs and plan for future maintenance needs. The eight aspects of maintenance covered relate to the exterior of the building, the interior, special classrooms, the electrical system, the plumbing system, the heating and ventilating system, the air conditioning system, and the roof. A separate checklist is provided as a guide for assessing each aspect. The second instrument--for general appraisal of the school site--can be used when considering locations for new facilities, selecting sites for closing, or determining the need for landscaping or structural changes. Both instruments use a five-point rating scale. The monograph also makes recommendations concerning who should do the inspection and discusses how the results should be interpreted and used. (PGD)

ED 266 559 EC 181 721

Lange, Jenny; Zieher, Connie
An Invitation to Play.
Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children and Pupil Services.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
REPORT NO.- WDPI-Bull-6070
PUB DATE- 85
NOTE- 45p.; Wisconsin State Early Childhood: Exceptional Education Needs Project.
GRANT- G008300526
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Rearing; Disabilities; *Learning Activities; *Parent Child Relationship; Parent Role; *Play; Preschool Education; *Young Children

The manual is intended to provide suggestions for play to parents of young children with exceptional educational needs. Nineteen types of activities are described and pictured, including make believe with boxes, dress-up activities, kitchen play, bubbles, small motor activities using beans and buttons, use of throw-away materials, painting, activities with paper, stringing activities, coloring, tactile play, rhythm and music, play dough, water and sandplay, and outdoor activities. The final page presents suggestions for setting the stage for play (with information on play areas, materials, and clean up). (CL)

ED 266 575 EC 181 739

Vision Therapy News Backgrounder.
American Optometric Association, St. Louis, Mo.
PUB DATE- May 85
NOTE- 24p.
AVAILABLE FROM- American Optometric Association Order Department, 243 N. Lindbergh Blvd., St. Louis, MO 63141 ($2.00--specify you are an educator to qualify for this price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Optometrists; Strabismus; *Therapy; Vision; Vision Tests; *Visual Impairments; Visual Learning; Visual Perception; Visual Stimuli

The booklet provides an overview on vision therapy to aid writers, editors, and broadcasters help parents, teachers, older adults, and all consumers learn more about vision therapy. Following a description of vision therapy or vision training, information is provided on how and why vision therapy works. Additional sections address providers of vision therapy (principally optometrists), the nature and scope of a vision examination, and benefits of such an approach. A section on the contributions of vision therapy to education notes its impact on developing and developed vision systems. Six specific applications of vision therapy are then addressed: with juvenile delinquents, with individuals with strabismus (crossed eyes) and amblyopia (lazy eye), with workers, with older adults, and with athletes. (CL)

ED 266 591 EC 182 006

Maheady, Larry
The Assessment of the Bilingual Exceptional Child: Trends and Models.
PUB DATE- Nov 85
NOTE- 24p.; In: Annual Symposium: Exceptional Hispanic Children and Youth (3rd Denver, Colorado, June 20-21, 1985). Monograph Series, Volume 6, Number 1, p41-63, November 1985. For symposium proceedings, see EC 182 004.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Disabilities; Evaluation Methods; *Limited English Speaking; *Models; *Psychological Testing; *Student Evaluation; Test Bias

This report examines the state of the art in assessing bilingual and/or multicultural students and asserts that dramatic improvements in assessment practices cannot be made within the context of the existing medical model. It is noted that existing assessment processes rely upon administration of technically-suspect norm-referenced measures to arrive at frequently imprecise classifications which are not linked to differentially-effective intervention strategies. Trends to adapt the norm referenced model for minority and/or culturally diffrent children are also discussed. Finally, the paper proposes a more functional, teaching orientation to existing assessment practices in which academic task time is recorded and appropriateness of the material evaluated. The paper concludes with an analysis of potential roadblocks to change, including existing state and federal laws and existing funding patterns. Three pages of references are included. (CL)

ED 266 624 FL 015 413

Hayden, Rose L.
Help Wanted: More Cosmopolitan Managers.
PUB DATE- Jul 85
NOTE- 18p.; Paper presented at the International Colloquium on Business and Language (Lyons, France, July 5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *College Curriculum; *Cultural Awareness; Federal Legislation; Financial Support; *Government Role; Higher Education; *International Studies; International Trade; National Organizations; *Professional Training; School Business Relationship; Second Language Instruction
IDENTIFIERS- National Council Foreign Lang Intl Studies

The government role in internationalizing business education in the United States is minimal for several reasons: the limited federal role in public education curriculum, limited government-industry collaboration at state and local levels, little effort to standardize the international dimension of college business administration programs, and government parochialism. Some private and publicly funded programs show promise, especially Title VI of the Higher Education Act supporting international business and education projects and promoting university-industry linkages. These programs need to train managers for international business who will have several characteristics: good grounding in general business principles and practices, foreign language facility, intercultural training, detailed knowledge of at least one world region in addition to knowledge of the particular country where one conducts business, mastery of international marketing case studies, and the ingenuity to grasp the essential details of product design and function in a constantly changing technological world. Today U.S. investment abroad is in excess of $300 billion; more than 6,000 companies have some form of operation abroad, and approximately one-third of all U.S. corporate profits come from international activities. Yet, Americans have been conditioned or trained to believe that an awareness of the world beyond U.S. borders is not very important. The National Council on Foreign Language and International Studies, funded by private foundations, is working to build U.S. competence in world affairs through improved foreign language and international education programs at all levels. (MSE)

ED 266 483 CS 209 583

Olson, Mary Ann, Ed.; Baer, Teddi, Ed.
Frameworks.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 84
NOTE- 15p.; Publication of the Junior High Middle School Assembly of the National Council of Teachers of English.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Creativity; Junior High Schools; *Learning Activities; Middle Schools; Motivation Techniques; *Prewriting; *Teaching Methods; *Writing Exercises; *Writing Instruction
IDENTIFIERS- Invention (Rhetorical)

Intended for writing teachers, the activities in this issue blend right/left brain lessons--kinesthetic, spatial, and playful--to provide students with prewriting experience. The activities include the following: (1) creativity olympics, such as finding criteria by which large groups of students may subdivide themselves into successively smaller groups, and story line relays in which each player adds three words at a time to a story; (2) finding words or developing opinions on a continuum from one extreme to another; (3) "about me" projects; and (4) Tom Sawyer projects. (HTH)

ED 266 238 CE 041 812

State Vocational Equipment Pool Survey.
West Virginia Research Coordinating Unit for Vocational Education, Huntington.
PUB DATE- 85

NOTE- 81p.; Portions of the document contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; Coordination; *Educational Cooperation; *Educational Equipment; Financial Support; National Surveys; Program Administration; Program Implementation; Records (Forms); Secondary Education; *Shared Facilities; *Statewide Planning; *Vocational Education

This document reports on a study conducted to determine which States use State equipment pools to share vocational education equipment. Five States--Arkansas, North Carolina, Oklahoma, Pennsylvania, and Tennessee--indicated that they have such pools. The report consists of the original letter of request for information and replies from the five states, along with the following descriptive materials and/or forms: Arkansas's loan agreement and local priority list; a description of the procedures for funding and maintaining North Carolina's equipment pool; a detailed description of Oklahoma's state equipment pool that contains funding information, operational procedures, transportation charges on equipment, equipment pool responsibilities, equipment pool transfer procedures, pool goals and objectives, an explanation of the equipment inventory loadsheets; and an inventory adjustment request form; an information packet on Pennsylvania's vocational education equipment pools that outlines the pool's purpose, eligibility requirements, proposal submission and change request procedures, program requirements, a private industry council review, available technical assistance, support levels and payment schedules, application elements, reporting obligations, and sample forms; and sample application and log forms from the Tennessee program. (MN)

ED 266 252 CE 043 480

Suzuki, Warren N.
Vocational Education Special Needs Project. Final Report.
Oregon State Univ., Corvallis. Vocational-Technical Education Dept.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- Nov 85
NOTE- 53p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Disabilities; *Disadvantaged; Higher Education; Inservice Teacher Education; Limited English Speaking; Postsecondary Education; Preservice Teacher Education; Secondary Education; Special Education; *Special Education Teachers; *Staff Development; Teacher Education; Technical Assistance; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Special Needs Students

The purpose of the project reported here was to provide personnel development in vocational education for special needs learners. Considerable progress was made with infusing instruction on special needs learners in vocational education programs in the Joint Oregon State University-Western Oregon State College School of Education. Five courses were also designed and offered to prepare special education teachers to enable mildly handicapped and learning disabled students acquire and benefit from vocational education. The major delivery methods for field-based inservice education activities were individualized consultative assistance and workshops for specific schools and agencies on a "demand" basis. Project staff members helped schools and agencies organize available resources into vocational curricula for handicapped and disadvantaged vocational students. A study was also conducted of the extent to which special needs students were participating in approved vocational programs. (Appendixes, amounting to over one-half of the report, include a sample curriculum for handicapped learners. It contains five units detailing suggested grade level; unit goals; tasks for student, vocational education teacher, and/or special education teacher; and related activities. Among other appendixes are a list of suggested career-vocational tests for handicapped student assessment, a parent/guardian inventory, several skills worksheets, a sample individual vocational education plan, a training agreement, an employee evaluation sheet, and a description of the technical on-site assistance provided to high schools to develop curriculum for handicapped vocational students.) (YLB)

ED 266 379 CG 018 859

Armstrong, Thomas
Profound Childhood Religious Experience.
PUB DATE- 24 Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Children; *Developmental Stages; *Early Experience; *Mysticism; *Religion
IDENTIFIERS- *Childhood Experiences; *Religious Experiences

Recent research into the religious lives of children has been influenced by various contemporary theories of child development including Fowler's (1981) "stages of faith" model. Profound religious states among children seem to have been neglected, yet the literature in this field attests to the existence of these states. The presence of these states may indicate a hidden developmental line in childhood which complements the developmental pathways of most of western developmental psychology. Biographical and autobiographical literature contains accounts of profound religious experiences such as those of Dante and Blake. Formal religious research surveys and child self-reports also report religious states in children. Two major lines of development are recognized. The first, called "up from the body" recognizes the existence of consciousness fused to physical existence. The second, called "down from the spirit" recognizes the journey from a higher level of nonmaterial existence to a more confining bodily existence. Religious states in children may not be shared by the child but instead may be pushed into the child's unconscious. Research methods using religious music, imagery experiences, and incense may help awaken religious memories. Further exploration into profound religious states in childhood promises to open up new areas of child psychology. (ABL)

ED 266 394 CG 018 874

Wendler, Cathy L. W.; Zachary, Robert A.
Multidimensional Aspects of Marital Relationships: Factor Structure of the MSI.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Blurred print quality may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Factor Analysis; Financial Problems; Identification; Interpersonal Communication; Marital Satisfaction; *Marriage Counseling; Sexuality; *Spouses; *Test Validity
IDENTIFIERS- *Marital Satisfaction Inventory

Because marriage and family counselors need to examine all areas of a marital relationship, a study was undertaken to investigate several parts of a marital relationship using the Marital Satisfaction Inventory (MSI). Participants (N=495) who were engaged in conjoint marital counseling, completed the MSI, a self-reporting measure with 280 true/false items. Their responses were factor analyzed using an exploratory factor analysis procedure based on tetrachoric correlations. Dichotomous variables were treated as realizations of continuous, multivariate normal data for which an ordinary factor analysis model holds. Six scales were analyzed including global distress, affective communication, problem-solving communication, time together, disagreement about finances, and sexual dissatisfaction. Results of a test performed on the latent roots obtained from the overall analysis suggested that no more than six factors were present. Examination of the six factors indicated a grouping of items similar to those described by the MSI scales. Results of this study were consistent with previous ones and provide support for both a multidimensional approach to assessing a couple's relationship and the continued use of the MSI in clinical and research settings. (ABL)

ED 266 453 CS 209 442

Laing, Donald

The Syntactic Maturity of Grade Eight Students in the Windsor Separate School Board. A Report to the Roman Catholic Separate School Board for the City of Windsor.

PUB DATE- Oct 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Grade 8; Junior High Schools; Knowledge Level; Language Usage; Sentence Structure; *Skill Development; *Syntax; Writing (Composition); Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- Canada; *Windsor Separate School Board ON

To determine the syntactic maturity of eighth grade Canadian students' writing, all the students in four eighth grade classes were asked to write two compositions--one narrative and one argumentative--two weeks apart. The syntactic maturity level of the resulting 81 narrative compositions and 82 written arguments was compared with the syntactic maturity found in three previous studies, through analysis of words per T-unit (the smallest unit into which a sentence can be divided without producing a fragment that would be grammatically incomplete), the number of words per clause, and the number of clauses per T-unit. The results indicated that the syntactic maturity of the students was entirely in line with that reported in three comparison studies by Hunt, Loban, and Pringle/Freedman. (EL)

ED 266 500 CS 505 152

Foeman, Anita Kathy; Pressley, Gary
Ethnic Culture and Corporate Culture: Using Black Styles in Organizations.
PUB DATE- 5 May 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Black Attitudes; *Black Culture; Communication Skills; *Cultural Differences; *Cultural Traits; *Ethnic Groups; Nonverbal Communication; North American Culture; *Organizational Communication; Speech Communication
IDENTIFIERS- *Corporate Culture; *Corporations

A review of the literature reveals obvious cultural differences between black and white members of American society. Further analysis indicates that the culture of black Americans has fostered the development of a number of characteristics that would help them to function in corporate cultures that are populated primarily by white Americans. Distinct cultural differences appear in the areas of values, language behaviors, nonverbal behaviors, and assumptions about relationships to the world. In examining each of those four categories, it becomes apparent that although ethnic differences provide group members with different ways of coping with the world, the general goals of survival and advancement are found in each cultural group. Further research is needed in order to explore the adaptability of black cultural skills to corporate settings. (DF)

ED 266 516 CS 505 210

Plax, Timothy G.; And Others
Communicating Control in the Classroom and Satisfaction with Teaching and Students.

PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Behavior Modification; Classroom Environment; *Classroom Techniques; Comparative Analysis; Elementary Secondary Education; Higher Education; *Job Satisfaction; *Student Behavior; *Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship; Teaching Conditions
IDENTIFIERS- *Behavior Alteration Techniques

Two studies explored the relationship between the use of the behavior alteration techniques (BATS) in the classroom and teachers' satisfaction with their profession and students. In the first study, 351 elementary and secondary teachers completed two instruments. In the second study, 326 college instructors completed the same two instruments. Results of data analysis revealed that BATS was a significant predictor of satisfaction for teachers at all levels of instruction. Elementary and secondary teachers' use of primarily antisocial BATs was negatively related to their satisfaction. College teachers' use of prosocial BATs was positively associated with their satisfaction. One explanation for this may be that more incidents of misbehavior occur at the elementary and secondary levels than at the college level. (DF)

ED 266 546 EA 018 226

Beckham, Joseph C.
School Officials and the Courts: Update 1985. ERS Monograph.

Educational Research Service, Arlington, Va.
PUB DATE- 85
NOTE- 84p.; For the 1984 update, see ED 251 988.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 222-00038; $14.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; Boards of Education; Civil Liberties; Collective Bargaining; *Court Litigation; Discipline; Due Process; Educational Finance; Elementary Secondary Education; Legal Responsibility; *School Law; State Church Separation; Student Responsibility; Student Rights; Student School Relationship; Teacher Responsibility; Teacher Rights; Torts

Cases involving public elementary and secondary education that were decided in state and federal courts from July 1984 to June 1985 are summarized in this review. The cases were selected on the basis of their relevance to contemporary problems in public schools, their definitiveness as articulations of existing law, and their reliability as guides to educational policymaking and practice. Undue complexity and procedural considerations are avoided in the summaries. The summaries are categorized by subject matter into cases involving school boards and board members, administrators, finance, collective bargaining, teachers, pupils, religion, and torts and related statutory liability. Among the individual topics addressed in one or more of these categories are uses of facilities, academic policies, due process, employment practices, student transportation, use of federal funds, freedom of expression, searches, disciplinary procedures, voluntary prayer, freedom of religion, supervision of students and facilities, negligence, and defamation. Reference notes to the cases are supplied and a glossary of selected legal terms is appended. (PGD)

ED 266 609 EC 182 024

Early Childhood Special Education Manual.

Nevada State Dept. of Education, Carson City.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 81
NOTE- 136p.; Pages 38-50 contain small print.
GRANT- G007902505
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; Classroom Environment; Coordination; Delivery Systems; *Disabilities; *Early Childhood Education; *Handicap Identification; Individualized Education Programs; Program Administration; *Program Development; Student Placement; Teacher Role
IDENTIFIERS- *Nevada

Intended as a resource for program planners and implementers, the manual outlines procedures for early childhood special education in Nevada. Eight major topics are addressed in separate chapters: rationale for early childhood special education (economic, child development, family and ethical perspectives, and documentation of effectiveness); identification (casefinding, screening, multidisciplinary evaluation/diagnosis); placement and program (individualized education program development and review, least restrictive environment, service delivery models, caseload, scheduling); personnel (family involvement, teacher competencies, aides and volunteers); program environment (facilities, adaptation and planning of the environment, learning centers, health, safety); program evaluation (child progress, staff development and competency); interagency coordination (analysis of resources and data); and additional references and materials (periodicals, audiovisual and library materials available on loan). (CL)

ED 266 640 FL 015 454

Shohamy, Elana
An Alternative Model for Assessing Language Proficiency at the End of Secondary School.
PUB DATE- 85
NOTE- 9p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Experimental Programs; Foreign Countries; High School Seniors; *Language Proficiency; *Language Tests; Secondary Education; Second Language Learning; Standardized Tests; Student Evaluation; Teacher Role
IDENTIFIERS- Israel

An alternative to the traditional standardized test of langauge proficiency administered to Israeli students at the end of secondary school is proposed as a means of giving schools more autonomy in the testing process. The test was designed based on the following assumptions: (1) the test matches the curriculum and not vice versa; (2) the classroom teacher is concerned, professional, and capable in the testing process; (3) the evaluation is independent of pre-secondary evaluation; and (4) the use of scores accomplished on tests throughout secondary school gives a more accurate psychometric picture than a single standardized test score. The alternative model for assessment in English as a second language (ESL) would provide teachers with professional training in ESL testing procedures, continuous language assessment for the last three years of secondary school, and a national monitoring and information dissemination system concerning ESL proficiency for the entire educational system. The model has been piloted in several schools in ESL, mathematics, and Hebrew writing for four years. Questions have arisen about the model, some of which will be resolved and some of which may remain deficiencies of the model. However, it is important that the alternative be evaluated on its own merit and not in comparison with the existing system. (MSE)

ED 266 265 CE 043 520

Fahy, Patrick J.
Making Technology Work in Adult Education: PLATO Computer-Managed Learning at the Alberta Vocational Centre, Edmonton.

PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Northern Alberta Institute of Technology Conference (Edmonton, Alberta, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Education; Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; Educational Improvement; *Educationally Disadvantaged; Educational Needs; High School Equivalency Programs; Microcomputers; *Program Effectiveness; Program Implementation; *Program Improvement; Student Needs; Two Year Colleges
IDENTIFIERS- Alberta Vocational Center (Edmonton); *PLATO

Because of the increasingly diversified population and needs of adult students at the Alberta Vocational Centre, a more flexible and responsible learning environment was needed. A brief effort using PLATO hardware and Basic Skills courseware for grades 3-8, and then for high school equivalency programs, was successful. However, it would have been too cumbersome and expensive for long-term, widespread use, because of the large amount of hardware that would have been required, and the necessity for teachers to make radical changes in their teaching styles. In 1983, efforts began to develop computer-managed learning (CML) by converting an existing basic mathematics course to computer management using PLATO Learning Management (PLM). PLM is an author system that permits development of tests and drills by non-programmers. Once developed, PLM-based materials incorporate PLATO's extensive recordkeeping capabilities with high reliability, graphics, and telecommunications. Results of this project indicated that students whose achievement had been minimal under conventional teacher-directed learning conditions could improve their learning, and could cope successfully--even happily--with computer management. Becasue of the success of the CML venture, a project to use it in the nursing assistant program at Alberta Vocational Centre will be implemented in September of 1986. CML is an application of technology with powerful potential to reorganize the learning environment and the learning experience for both students and teachers; it reorganizes the learning experience without completely changing the teaching experience. With CML, both teachers and students can be shown and can experience the liberating power of this technology. (KC)

Waters, Randol G.
An Evaluation of the Beginning Teacher Supervision Program Conducted by the Department of Agricultural and Extension Education at the Pennsylvania State University. Final Report.
Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Vocational Education.
PUB DATE- Oct 85
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agricultural Education; *Beginning Teachers; *Inservice Teacher Education; *Job Satisfaction; *Mentors; Outcomes of Education; Postsecondary Education; Program Effectiveness; Teacher Effectiveness; *Teacher Supervision; Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Pennsylvania State University

This study evaluated the effectiveness of a beginning teacher supervision program conducted by the Department of Agricultural and Extension Education at Pennsylvania State University. Specifically, it analyzed differences between a group of 23 vocational agriculture teachers who participated in the beginning teacher supervision program that used the Developmental Supervision Model proposed by Glickman (1981) to work with beginning teachers of vocational agriculture in Pennsylvania. It involved university-based supervisors working in teachers' classrooms in an attempt to improve teaching clarity and job satisfaction. Using a non-equivalent control group design, criteria for evaluation were adjusted post-treatment scores on the Brayfield Rothe Index of Job Satisfaction and adjusted post-treatment scores on a teaching clarity index developed for the project. Factors analyzed were the main effect of treatment level and its possible interactive effects with participation in school induction programs and years of teaching experience. Results of the multivariate analysis of variance produced no evidence to conclude that scores on either index differed significantly between treatment group and comparison group. There was also no evidence to suggest that years of teaching experience or participation in school induction programs had any interactive effect with treatment level upon job satisfaction or teaching clarity. A four-page bibliography is included; teacher concerns questionnaire, job satisfaction survey, student

questionnaire, and sample teacher concerns profiles are appended. (Author/KC)

White, Richard N.; And Others
Assessment of a WIN Quality Training Demonstration Program. Final Report.
Bureau of Social Science Research, Inc., Washington, D.C.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.
REPORT NO.- BSSR-0595-11
PUB DATE- Dec 83
NOTE- 292p.; Attachment A is marginally legible.
CONTRACT- 20-11-82-03
GRANT- 51-11-78-03
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Associate Degrees; Cost Effectiveness; *Disadvantaged Youth; *Electronics; Employment Programs; *Federal Programs; Females; Income; Job Placement; *Job Training; Minority Groups; Nontraditional Students; *Outcomes of Education; Program Costs; Program Effectiveness; Program Evaluation; Two Year Colleges; Welfare Services
IDENTIFIERS- DeVry Institute of Technology IL; Ohio Institute of Technology; *Work Incentive Program

A project was begun in 1978 to test the feasibility of a high-skill training program that would prepare welfare recipients for well-paying jobs in the private sector. The training for this specially selected Work Incentive Program (WIN) was to be provided by two Bell and Howell schools, one in Columbus, Ohio, and the other in Chicago. Training consisted of a two-year program for electronics technicians. The WIN women who entered the program were older, usually black, heads of households, and academically weaker than the school's usual young, white, male students. Special counselors, tutoring, child care, and allowances were provided for the students selected. The program was evaluated after five years, comparing the specially selected WIN group with a regular short-term WIN training group. It was found that 53 of the women in the special group (29 percent) graduated--not much lower than the schools' graduation rate for regular students. However, the academic difficulties and personal problems that were largely responsible for the high dropout rate also affected the progress of those who managed to graduate; most graduated in more than two years. Employment information was obtained from graduates, dropouts, and comparison group members at two points in their careers. Following graduation, 34 (71 percent) of the WIN clients were successful in obtaining employment. Those who did find jobs were well paid; salaries averaged $12,883, considerably higher than the national average of $7,634 for women placed under the regular WIN program. However, cost-benefit analysis of the program showed that program costs were higher than either client wages or taxes paid by former clients could match, so the program received mixed ratings. (KC)

ED 266 349 CG 018 829

Shanteau, James
Application of Information Integration Theory to Methodology of Theory Development.

PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Restructuring; Concept Formation; *Epistemology; Generalization; *Induction; *Research Methodology; *Theories

Information integration theory (IIT) seeks to develop a unified theory of judgment and behavior. This theory provides a conceptual framework that has been applied to a variety of research areas including personality impression formation and decision making. In these applications information integration theory has helped to resolve methodological and theoretical problems. The core of the IIT approach lies in the inductive analysis of multiple causation. IIT is applied in an inductive mode; generalizations emerge from experimental analysis. In nearly every area in which integration theory has been applied, this focus has led to significant restructuring of basic issues. This shift in thinking affects every aspect of research, from mundane details of methodology to the epistemological nature of theory. Moreover, the inductive perspective sees behavioral science not as a formalized knowledge structure, but as an ongoing inquiry system. For IIT, the ultimate unit of analysis is the individual. The IIT approach has implications for various types of generality and for nomothetic versus ideographic research strategies. (Author/ABL)

ED 266 364 CG 018 844

Exploitation of Runaways. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session on Examining Alternative Ways to Serve Runaway and Homeless Youths (October 1, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-323
PUB DATE- 86
NOTE- 127p.; Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Child Abuse; Child Advocacy; *Children; *Drug Abuse; Hearings; Helping Relationship; High Risk Persons; *Runaways; *Sexual Abuse; *Youth Programs
IDENTIFIERS- Congress 99th

This document contains testimonies from witnesses and prepared statements from the Congressional hearing called to examine the exploitation of runaway children and adolescents. Opening statements are included from Senators Hawkins, Dodd, and Grassley which briefly describe runaway statistics, the dangers faced by runaways, and efforts to help runaways. The testimony of Dorcas Hardy from the Department of Health and Human Services describes parts of the Runaway and Homeless Youth Program that relate to runaways being exploited sexually and used by drug dealers. Other testimonies are included from Cheryl McCall who produced "Streetwise" a film about runaways; June Bucy, the executive director of the National Network of Runaway and Youth Services, Inc.; William H. Bentley, the executive director of the Florida Network of Youth and Family Services; Susan G. Gehring, the coordinator of the Iowa Runaway, Homeless, and Missing Youth Prevention Education Center; and John Cottrell, the associate director of youth services at the Council of Churches. Witnesses attest to the horrors that face runaways; stress the runaways' need for shelters, counseling, and medical help; and describe various programs and shelters established to help and protect these children and adolescents. Additional materials in this document include the prepared statement of Sara Jarvis, the director of the Southeastern Network of Runaway Youth and Family Services, Inc.; a Washington Post-Parade report on why children run away; and "To Whom Do They Belong?", a profile of America's runaway and homeless youth and the programs that help them. (NRB)

ED 266 408 CS 008 269

Schunk, Dale H.; Rice, Jo Mary

Sequence Effects of Extended Attributional Feedback during Reading Instruction.

PUB DATE- Aug 85

NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; *Feedback; Intermediate Grades; *Reading Achievement; *Reading Comprehension; Reading Difficulties; *Reading Instruction; *Reading Research; Remedial Reading; Self Evaluation (Individuals); Skill Development; Teaching Methods; Training Methods

IDENTIFIERS- *Attributional Feedback; *Self Efficacy

Psychological procedures change behavior in part by creating and strengthening perceived self-efficacy, which refers to personal judgments of performance capabilities in a given activity. In addition, it has been hypothesized that attributions, or perceived causes of outcomes, exert important effects on self-efficacy. A study investigated how the sequence of extended attributional feedback affected children's attributions, self-efficacy, and achievement. The subjects, 40 fourth and fifth grade students with low reading skills, participated in a training program that included instruction and practice in identifying the important ideas in a reading passage. One group received ability feedback (positive comments on student performance), a second group received effort feedback (positive comments on student efforts), a third group was given ability feedback during the first half of the program and effort feedback during the second half, and this sequence was reversed for a fourth group. Results showed that children who received ability feedback during the second half of the program developed higher ability attributions and self-efficacy than did children in the other conditions. The sequence of extended attributional feedback did not differentially affect skill development. (FL)

ED 266 423 CS 008 318

Collins, Allan
A Sample Dialogue Based on a Theory of Inquiry Teaching. Technical Report No. 367.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 38p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Discovery Learning; Elementary Secondary Education; *Inquiry; Learning Processes; Learning Strategies; *Learning Theories; *Questioning Techniques; *Teaching Methods
IDENTIFIERS- *Inquiry Teaching

An illustration of the cognitive theory of inquiry teaching is presented in this paper in a tutorial dialogue on the nature of lenses. After a description of the goals of the method, the paper discusses the following ten general strategies inquiry teachers use to accomplish the goals: (1) selecting positive and negative exemplars, (2) varying cases systematically, (3) selecting counterexamples, (4) generating hypothetical cases, (5) forming hypotheses, (6) testing hypotheses, (7) considering alternative predictions, (8) entrapping students, (9) tracing consequences to a contradiction, and (10) questioning authority. The paper then applies the theory to specific materials about the nature of lenses, showing through a detailed presentation of inquiry dialogue how a teacher can pose problems (or cases) to students in a systematic manner to force them to construct and test a theory of domain. It also demonstrates how inquiry teachers start out with an agenda of goals that is continuously updated as the students reveal misconceptions and holes in their knowledge, that in turn generate subgoals for the teacher to correct. (EL)

ED 266 438 CS 008 340

Farr, Roger; Carey, Robert F.
Reading: What Can Be Measured? Second Edition.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-805-1
PUB DATE- 86
NOTE- 228p.; An IRA/Elva Knight Research Fund Monograph. For the first edition, see ED 033 258.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 805, $9.50 member, $14.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-cf-the-Art Materials (070) Books (010)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Reading Comprehension; Reading Programs; Reading Rate; Reading Research; *Reading Skills; *Reading Tests; Study Skills; Test Reliability; *Test Use; *Test Validity; Vocabulary; Word Recognition

Addressed to all concerned with reading assessment, including teachers, administrators, testmakers, and policymakers, this book describes some of the major problems involved in reading assessment and provides guidelines for the improved use of reading tests. The first chapter, on reading measurement in perspective, discusses the historical context of reading assessment and the validity of reading tests, and provides recommendations for improved test use. The second chapter presents a research perspective on reading comprehension, while the third and fourth chapters discuss the assessment of word recognition skills, reading vocabulary, study skills, and reading rate. Chapter five considers the validity and reliability of various types of reading tests, chapter six deals with issues in accountability and reading measurement, and chapter seven summarizes trends and issues in reading assessment. Lists of references conclude each chapter. (EL)

ED 266 469 CS 209 560

Matthews, Dorothy, Ed.
The English Teacher's Other Duties; Teachers' Views on Supervision of: Dramatics, Debate, Student Publications, Oral Interpretation, Student Council, and More.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 86
NOTE- 59p.
AVAILABLE FROM- Executive Secretary, Illinois Association of Teachers of English, 294 English Building, University of Illinois, 608 S. Wright St., Urbana, IL 61801 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *English Instruction; Enrichment Activities; Extracurricular Activities; *School Activities; School Publications; Secondary Education; Student Organizations; Student Projects; *Teacher Welfare; Teaching (Occupation); *Teaching Conditions; *Teaching Load; Working Hours
IDENTIFIERS- *English Teachers

Containing 14 essays from teachers at the high school and college levels, this journal issue addresses the problem of the overburdened English teacher, describing the nature of the overload but also offering practical help. The beginning article describes the enormity of the total English teaching load, including the heavy load of grading papers, supervising extracurricular activities, doing clerical work, and reporting to parents. The next article addresses the issue of overload caused by being asked to assume too many roles. The following essays provide an approach to teaching drama from a performance perspective for teachers, describe the reasons for becoming the speech coach, present guidelines for running a high school forensics program, suggest three survival rules for the teachers with an extra duty assignment, and list two key elements for coping with school publications supervision. The remaining essays deal with using communication skills in the school council, using oral interpretation in teaching literature, being a class sponsor, making sure students' high school transcripts accurately reflect course work in English, using videotape productions to persuade students to read books for fun, changing attitudes toward English, and teaching vocabulary skills using a popular activity. (EL)

ED 266 484 CS 209 584

Neier, Sue, Ed.
Novels & Adolescent Fiction.
National Council of Teachers of English, Urbana, Ill.

PUB DATE- 85
NOTE- 25p.; Publication of the Junior High/Middle School Assembly of the National Council of Teachers of English. Small or weak print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Books; *English Instruction; *Junior High Schools; Learning Activities; *Middle Schools; *Novels; *Periodicals; Publications; *Teaching Methods

The teaching activities presented in this issue are intended to enhance literature instruction for students in grades 5-9. The activities include those specifically designed for use with "The Diary of Anne Frank," "Johnny Tremain," "The Contender," "No Promises in the Wind," and "Farenheit 451." The journal also contains general activities centered around reading strategies, book reports, searching for identity, group discussions, characterization, point of view, use of popular music or poetry, and creating students' own books. (DF)

ED 266 532 EA 018 160

Lockledge, Ann

Selecting Objectives for Supervision in the Elementary Classroom.

PUB DATE- 26 Nov 85
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Lesson Observation Criteria; *Teacher Behavior; *Teacher Evaluation; Teacher Improvement; Teacher Supervision

Research on elementary teaching practices has provided a list of effective teacher behaviors. This list can be used as a menu from which administrators and teachers can select objectives that will serve the teachers as goals for improvement and the administrators as criteria for teacher evaluation. The behaviors listed in this paper have been divided into five areas. First, as an organizer the teacher determines that students are ready, selects materials for variety, prepares the materials prior to the lesson, presents the materials appropriately, and handles the materials in an orderly manner. Second, as an instructor the teacher determines that material has academic content, gives students clear directions, emphasizes main points, asks low and high order questions, conducts reviews, and ignores irrelevancies. Third, as an expediter the teacher begins promptly, shifts without delays, uses smooth transitions, maintains momentum, and keeps on task. Fourth, as a facilitator the teacher circulates and supervises seatwork, assists individual students, checks comprehension, praises specific behavior, evaluates responses, and explains errors. Fifth, as a monitor the teacher specifies rules of conduct, stops or prevents misconduct, and suggests alternative behaviors. The research supporting adoption of the behaviors is cited. Six pages of references are also included. (PGD)

ED 266 560 EC 181 722

Mims, Aquilla K.; Anderson, Dana M.
Homework and the IEP: A New Combination.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Homework; *Individualized Education Programs; Parent School Relationship; *Performance Contracts

The paper discusses the expansion of the Individual Education Plan (IEP) to include home and community-based training activities by active two-party service contracting with handicapped students. Specific topics include a justification of homework, current status of the IEP process, current instructional problems, the viability of homework as a potential solution, and possible means of implementation. The paper contends that special education placement would be qualitatively enhanced and expanded by the contractual guarantee of continuity in home and community learning experiences. It is suggested that the IEP contract be reorganized to touch upon homework. (Author/CL)

Kromer, Megan E.
Know a Baby Who Needs Help? Call ABC.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 85
NOTE- 33p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Hogg Foundation for Mental Health, P.O. Box 7998, Austin, TX 78713-7998 ($0.50, quantity price available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Attitudes; Community Coordination; *Community Education; *Disabilities; *Family Programs; High Risk Persons; *Infants; *Intervention; Parent Role

The booklet describes Project ABC (Any Baby Can), a model networking effort to promote coordinated services for disabled and high-risk infants in San Antonio, Texas. The model features a volunteer, grass-roots emphasis in an aggressive community awareness campaign with a long-term goal of improving the effectiveness of social services and health care delivery. The history of the program is traced and three major goals described: (1) to educate through dissemination of information on normal/abnormal development; (2) to advocate through coalitions of parents, professionals, agencies, and organizations; and (3) to communicate through initiation of an information and referral telephone line for early intervention with children and families. The scope of the client population is discussed and the wide array of problems prompting parents to call Project ABC is noted. Current project activities include a crisis fund, a corps of well-trained babysitters, emergency formula distribution, and parent support groups. The booklet concludes with summaries of project evaluation efforts and of its ability to be replicated. (CL)

Rusch, Frank R.; And Others
Behavioral Training Strategies and Applied Research in Competitive Employment.
PUB DATE- Apr 84
NOTE- 20p.; Paper presented at the National Symposium on Employment of Citizens with Mental Retardation (Virginia Beach, VA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Behavior (of Disabled); Behavior Change; *Employment; *Employment Potential; *Job Skills; Self Control; *Severe Disabilities; Theories; Training Methods; Vocational Adjustment

The paper proposes a conceptual framework with which to view employability of persons with severe disabilities. The central features of autonomy of adaptability in applied research programs in competitive employment are examined. Strategies to promote autonomy of performance are identified: self-control techniques, withdrawal of treatment components (sequential withdrawal, partial withdrawal, and partial-sequential-withdrawal), and traditional behavior change techniques. To promote adaptability of performance, studies are cited of the effects of general case programming. The importance of assessing the strategies alone and in combination is stressed. Three pages of references are included. (CL)

ED 266 279 CE 043 555

Guide Your Students through the CBE Program. Module K-6 of Category K--Implementing Competency-Based Education (CBE). Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-89606-225-2

PUB DATE- 86

NOTE- 54p.; For related modules, see ED 262 204 and CE 043 551-554.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)

DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; Competence; *Competency Based Education; *Competency Based Teacher Education; *Counseling Techniques; Educational Planning; Educational Resources; Individualized Instruction; *Learning Activities; Learning Modules; Postsecondary Education; *Program Implementation; Secondary Education; Teaching Methods; Units of Study; Vocational Education

This module is one of a series of more than 125 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational instructors. The competencies upon which these modules are based were identified and verified through research as being important to successful occupational teaching at all levels of instruction. The modules are suitable for the preparation of instructors in all occupational areas. This module is designed to give prospective teachers skill in guiding students through a competency-based education (CBE) program. Its information and practice activities will help student teachers to gain skill in orienting students to their CBE program, counseling students at the appropriate times and in the appropriate manner, and developing individual plans for all of their students. The module consists of a terminal objective, enabling objectives, prerequisites, resources and four learning experiences. The learning experiences, each based on an enabling objective, contain activities, information, case studies, examples, and feedback. The final learning experience is an actual teaching situation in which the prospective teacher is to guide his/her students through the CBE program and be assessed by a resource person. (KC)

ED 266 320 CE 043 638

Prepare Teacher-Made Instructional Materials. Second Edition. Module B-6 of Category B--Instructional Planning. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-196-5
PUB DATE- 86
NOTE- 46p.; For other moduels, see ED 262 292, ED 264 443, CE 043 551-555, CE 043 595, and CE 043 639.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competence; *Competency Based Teacher Education; *Instructional Materials; *Learning Activities; Learning Modules; *Material Development; Postsecondary Education; Programed Instructional Materials; *Teacher Developed Materials; Teaching Methods; Transparencies

This module is one in a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. This module is designed to help prospective teachers to develop and reproduce student instructional materials. (For this module, teacher-made instructional materials are defined as materials planned and prepared by the teacher, often with the help of students; in this module, only handouts and transparencies are considered.) The module consists of a terminal objective and enabling objectives, prerequisites, resources, and five learning experiences. Learning experiences, which focus on the enabling objectives, contain an overview, information, activities, self-checks, and feedback. The final learning experience is an actual teaching situation in which the prospective teacher is to prepare instructional materials and be assessed by a resource person on his/her competency in this task. (KC)

CG •

ED 266 334 CG 018 814

Teen Pregnancy: What Is Being Done? A State-by-State Look. A Report of the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session Together with Additional and Minority Views (December, 1985).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 86

NOTE- 412p.; Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTORS- *Adolescents; *Early Parenthood; Economics; *Federal State Relationship; *Government Role; High Risk Persons; *Pregnancy; Prevention; Socioeconomic Status; *State Agencies; Youth Programs

IDENTIFIERS- Congress 99th

This Congressional report contains a state-by-state look at what is being done about teen pregnancy. Data are presented from a survey of state governors which examined the impact of current teen pregnancy policies and programs. Information regarding needs, services, special projects, and initiatives is included. Barriers to successful programs, as well as recommendations for improving current efforts are presented. The data are organized into four chapters: (1) National Perspectives on Adolescent Pregnancy and Parenting; (2) Barriers and Serving At-Risk, Pregnant, and Parenting Teens; (3) Federal Policies and Programs, and State Efforts; and (4) State Efforts to Serve At-Risk, Pregnant, and Parenting Teens. Findings are presented which illustrate the high costs of pregnancy to teens, their children, and the government, especially in terms of health care costs and support programs. States are unable to document extent of teen pregnancy, what benefits teens are receiving, who finishes school, effects of pregnancy; moreover fewer than one-half of the states can provide information on federal efforts. Significant barriers to improved services include overlooking prevention efforts, not taking a comprehensive approach to the issue, providing insufficient education for teens and communities, poor coordination, inadequate funding and insufficient data, and rarely making an effort to involve teen fathers. Two promising trends are reported: more states are focusing attention on teen pregnancy, and parental involvement is increasing. Appendices include the questionnaire submitted to the governors, references (including all documents submitted by states), federal program descriptions, and the 1985 Adolescent Family Life Grantees listed by state. (ABB)

ED 266 501 CS 505 153

German, Kathleen M.
An Applied Examination Technique for Public Speaking Classrooms.
PUB DATE- 2 Nov 84
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Methods; Higher Education; Program Descriptions; Program Development; *Public Speaking; *Speech Communication; Student Attitudes; Teaching Methods; *Test Construction; *Testing Programs

In an ongoing experiment in the basic public speaking course at Miami University (Ohio), an attempt has been made to devise a testing approach that preserves the viability of the evaluation process and, at the same time, is efficient to administer and acceptable to students as a measure of what they have learned while performing. The alteration of the traditional multiple choice mid-term and final examinations was based on a pilot project in which students in one section viewed three 2-4 minute videotaped speeches and answered 50 multiple-choice questions about what they had seen. Essentially this exam covered the same theoretical material as did the departmental exam, but did so in a more clearly applied manner. Student evaluations of the videotape exam indicated a significantly higher level of satisfaction with this exam than with the traditional departmental exam. Implementing the project on a department-wide basis required three broad steps: developing a pool of videotaped speeches representing a variety of speech types, generating a pool of questions based on theoretical material taught in the course for each form of public address, and testing the examination in a pilot classroom. Problems posed by this approach include the time required for conversion to a videotape exam format, scheduling around a limited number of videotape players, and the suitability of this approach to other universities. The advantages include student satisfaction, increased understanding of the process nature of communication, the energy saved by speech instructors and other faculty subjects with a practical orientation, and the long-term retention and higher levels of cognitive learning tapped through a visual teaching technique. (HTH)

ED 266 625 FL 015 430

Rado, Marta
Text Building Devices in Intercultural Conversations.

PUB DATE- 85
NOTE- 31p.; Paper presented at the Congress of the Australian Universities Language and Literature Association (23rd, Melbourne, Australia, 1985). For related document, see FL 015 431.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Communicative Competence (Languages); *Connected Discourse; Discourse Analysis; Elementary Education; *English (Second Language); Foreign Countries; *Intercultural Communication; Interlanguage; Interpersonal Communication; Language Usage; *Parent Influence; *Peer Influence; Pronouns; Speech Communication; Young Children
IDENTIFIERS- Australia; *Ellipsis; *Referents (Linguistics)

A study investigated the use of pronoun and demonstrative reference and ellipsis as cohesive devices in conversation between interlanguage-speaking parents, their children, and the children's classmates. The 24 subjects included eight Italian-, Greek-, and Macedonian-speaking migrant parents, their primary-school-age children, and the children's classmates, matched for language, teacher-assessed ability, and sex. The parents were all second language or interlanguage speakers whose English showed linguistically deviant forms with varying density. The language corpus consisted of responses in interviews concerning attitudes toward schooling, bilingualism, use of languages other than English in and outside the home, sociocultural identity, and multiculturalism in Australia. It was found that the subjects made ample use of ellipsis rather than pronoun or demonstrative reference for making replies cohesive. The groups differed in their ability to produce morphosyntactically and pragmatically well-formed replies, with the parents the least competent in this, followed by the children and classmates. These and other results suggest a weak parental influence on the cohesiveness of children's speech in dyadic exchanges and a need for special attention to cohesive devices in primary school language and general curricula. Numerous tables and a bibliography are appended. (MSE)

ED 266 239 CE 042 091

Pearman, Marilyn I.; Lebrato, Mary T.
Sexual Harassment in Employment. Investigator's Guidebook.
California State Commission on the Status of Women, Sacramento.; California State Personnel Board, Sacramento.

PUB DATE- Nov 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Data Collection; *Employed Women; Employment Practices; *Evaluation Methods; Females; *Investigations; Males; *Sexual Harassment

This manual is intended to aid in the investigation of sexual harassment complaints by providing information specifically addressing special considerations and the analysis of sexual harassment complaints in the employment context. Although primary focus is the investigation and analyses of cases in the State civil service, the principles of investigation and the analyses of cases are applicable to any governmental jurisdiction and to employment in the private sector. Chapter 1 is an introduction. Chapter 2 discusses conducting an investigation. Topics include the investigator's role, a definition of and special considerations regarding sexual harassment, steps in conducting an investigation, determining jurisdiction, organizing the investigative file, limiting the scope of inquiry, conducting a thorough investigation, and writing the report. Chapter 3 concerns the analysis of sexual harassment cases. It defines harassment and provides legal standards for the two basic categories of sexual harassment: work environment and conditional. A case analysis compendium is presented and remedies are listed. Chapter 4 gives a brief overview of major factors to consider in conducting an investigation of sexual harassment allegations. It offers discussions of (1) types, sources, and evaluation of evidence; (2) determining the amount of evidence necessary; and (3) basics of interviewing. Relevant guidelines and codes are appended. (YLB)

ED 266 253 CE 043 492

Hollenback, Kathryn
Developing an Equity Handbook for Community College Personnel--A Resource to Increase Female Enrollment in Nontraditional Vocational Education Programs. Final Report.

Pueblo Community Coll., CO.
PUB DATE- 30 Jun 85
NOTE- 33p.; For the equity handbook, see ED 265 385.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Community Colleges; Educational Research; *Enrollment Influences; *Females; *Nontraditional Occupations; Postsecondary Education; *Sex Fairness; Student Attitudes; *Student Needs; Surveys; Two Year Colleges; *Vocational Education

A project identified and described factors that influence women's enrollment and continuation in nontraditional vocational education programs. The purposes of the study were to produce an equity handbook on education and employment and to develop a gathered through interviews with 60 women enrolled in traditional and nontraditional vocational training programs at Pueblo and Pikes Peak Community Colleges. The traditional group was most often influenced by friends or self in declaring a major. Nearly half of the nontraditional group viewed theirs as a self-decision, although many more reported using information from advisors, counselors, and male family members. The most often reported difficulties were financial problems, family problems, coursework, and scheduling. The biggest needs were child care facilities, more counseling, training in job acquisition skills, and career and placement information. Both groups recommended more career counseling and information to aid in recruitment of women into nontraditional programs. The traditional group was concerned with changing traditional attitudes; the nontraditional group advocated advertising, recruitment programs, and role models. The report concludes by recommending support systems for females in nontraditional programs, dissemination of career information, job placement, recruitment of women, and equity inservice for educators. (YLB)

ED 266 350 CG 018 830

Crowley, Joan E.
The Demographics of Alcohol Use among Young Americans: Results from the 1983 National Longitudinal Survey of Labor Market Experience of Youth.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Apr 85

NOTE- 69p.; For related document, see CG 018 831.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Alcoholism; *Behavior Patterns; *Demography; *Drinking; Drug Use; Surveys; *Young Adults

This document gives results of research on alcohol use by young Americans from the 1983 National Longitudinal Survey of Labor Market Experience of Youth, a survey of a large, nationally representative sample supplemented by samples of blacks, Hispanics, and economically disadvantaged non-black, non-Hispanic youth and covering the entire range of educational levels. This report focuses on three issues: (1) an assessment of the consistency of responses between 1982 and 1983; (2) a description of the demographics of drinking patterns using indices developed from the 1983 data; and (3) a description of the occupational patterns of drinking among young people. It is noted that questions about the age respondents began drinking and drinking patterns in the last week and month were asked in the survey. Since the survey was self-reporting, test validating measures are described and the issues of response accuracy and response bias are addressed. The report describes measurements and definitions of categories of drinkers. Descriptions of drinking patterns are given with variations in drinking patterns by demographic characteristics including age, sex, and race. Socioeconomic factors relating to alcohol consumption including poverty status, educational attainment, family background, religious background, and parental background are discussed. The effects of occupation and industry on drinking are given. Thirty-three tables of survey results are included. Broad conclusions are discussed. The alcohol use section of the survey is appended. (ABL)

ED 266 380 CG 018 860

H.R. 2436, National Nutrition Monitoring and Related Research Act of 1985. Joint Hearing before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology and the Subcommittee on Department Operations, Research, and Foreign Agriculture and the Subcommittee on Domestic Marketing, Consumer Relations, and Nutrition of the Committee on Agriculture. House of Representatives, Ninety-Ninth Congress, First Session (June 25, 1985).

Congress of the U.S., Washington, D.C. House Committee on Agriculture.; Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 86
NOTE- 429p.; Serial No. 99-12. Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; Hearings; *Nutrition; *Physical Health; *Public Health; *Public Health Legislation; Well Being
IDENTIFIERS- Congress 99th

Testimony on the National Nutrition Monitoring and Related Research Act of 1985 is presented. Congressman George Brown's opening statement discusses the need for a better understanding of the role of good nutrition in disease prevention and in attaining full growth potential. Statements are also included from Congressmen Walgren, MacKay, Panetta, Emerson, and Boehlert. Expert testimony and relevant documents are provided by representatives from the Food and Nutrition Board of the National Academy of Sciences, the American Heart Association, the Iowa State University Center for Agricultural and Rural Development, the Cornell University Division of Nutritional Studies, the Michigan Department of Public Health, the Food Research and Action Center, the American Meat Institute, and the National Dairy Council. Testimonies are also included from government representatives of the Departments of Health and Human Services, Agriculture, and the Army. Appendices include reports on food relief in New York State; materials from the American Academy of Pediatrics, the School Food Service Association, and the International Life Sciences Institute; and letters from the administration, and the text of the bill under consideration.

Slem, Charles M.

The Effects of an Educational Intervention on Answer Changing Behavior.

PUB DATE- 24 Aug 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educational Improvement; Higher Education; *Intervention; Lecture Method; *Test Coaching; *Test Wiseness
IDENTIFIERS- *Answer Changing (Tests)

Although many students and teachers may believe otherwise, answer changing can be helpful in test taking. This study examined the effects of having a teacher lecture on answer changing as a beneficial test strategy. Participants (N=470) were college students randomly assigned to intervention or nonintervention treatments. In the intervention treatment, students heard a lecture on effective study techniques which included a discussion on the answer changing myth and detailed strategies under which answer changing was advisable. The non-intervention control group received no discussion of the answer changing myth. Two tests were reviewed for answer changes by observing erasures and crossouts. No significant differences were found between the two groups. A reason for this could be that although students believe it is not a good idea to change answers, they do so anyway. It is also possible that only an individualized intervention might have an effect. Since answer changing had less than a one percent net gain for students in this study, performance enhancing resources might be better spent in other ways. (ABL)

ED 266 439 CS 008 341

Glenberg, Arthur M.; Epstein, William
Inexpert Calibration of Comprehension. Program Report 86-3.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

PUB DATE- 1 Mar 86
NOTE- 40p.
CONTRACT- N0014-85-K-0063
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Reading; Higher Education; *Inferences; Knowledge Level; Reading Ability; *Reading Comprehension; *Reading Research; *Self Esteem; *Self Evaluation (Individuals)
IDENTIFIERS- *Calibration; *Metacomprehension

A total of 70 college students who had a wide range of coursework in physics or music theory read expositions in both domains in a study to determine the relationship between readers' self-assessments of confidence in comprehension (strength of belief) and performance on a test of comprehension. After reading each text, students provided a judgment of confidence in ability to verify inferences based on the central principle of the text. The primary dependent variable was calibration of comprehension. Findings showed that expertise in a domain was inversely related to calibration and subjects were well-calibrated across domains. The results suggested that confidence judgments were based on self-classification as expert or nonexpert in the domain of the text, rather than an assessment of the degree to which the text was comprehended. (Author/HOD)

ED 266 454 CS 209 480

Fabien, Miriam Gannon

Suggestions for Identifying and Building on Learning Styles in Writing Classes.

PUB DATE- 85
NOTE- 106p.; Adapted from author's dissertation, "Using a Learning-Styles Approach to Teaching Composition," University of Michigan, 1984.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Cognitive Style; Higher Education; *Learning Activities; Self Concept Measures; Self Evaluation

(Individuals); Student Attitudes; *Study Skills; Teaching Methods; *Writing Instruction

Noting that a learning-styles approach to college instruction would ideally call for a separate course on learning taught by a learning styles specialist committed to building on students' strengths rather than concentrating on their weaknesses, this paper describes how these goals can be met in a basic composition course. The first half of the paper discusses a variety of ways teachers can help students become aware of their own learning styles, including learning style tests and inventories, discussions, questionnaires, and peer interviews. The second half of the paper explores ways to build on student strengths and help them acquire new learning strategies. This section focuses on the dimension of field dependence/independence, the most widely studied and best understood of the learning styles, and how the tendencies of these styles can be regarded as strengths in a composition class. Appendixes include student surveys and learning style questionnaires; further reviews of research into individual differences in learning styles, field dependence and independence, creativity, sensory-motor preference in learning, and learning styles in level-of-processing; and writing assignments focusing on learning style awareness, and alternate study skill suggestions for spelling, vocabulary, and answering essay questions. A nine-page bibliography concludes the document. (HTH)

ED 266 485 CS 209 585

Reed, Arthea

M. E. Kerr and Marijane Meaker Help Students Learn How to Write Fiction.

PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; College Students; *Creative Writing; English Instruction; *Fiction; Higher Education; *Revision (Written Composition); Student Writing Models; Writing Improvement;

*Writing Instruction; Writing Skills
IDENTIFIERS- *Kerr (ME)

After students recommended books by M. E. Kerr, such as "Is That You, Miss Blue?" and "Dinky Hocker Shoots Smack," a college teacher realized that Kerr's books contained memorable characters and were suitable for classroom use. Particularly useful was Kerr's 1983 nonfiction book, "Me, Me, Me, Me, Me," which recounts episodes from Kerr's own life and explains how people in real life became characters in her books. The teacher used the book as a model to teach writing to university students. Students wrote memoirs and discussed them with peer writers and with the class as a whole, until their nonfiction personal memories evolved into pieces of fiction. (An example of student writing is included.) (DF)

ED 266 517 CS 505 211

Kay, Jack, Ed.
Applications of Computer Technology in Intercollegiate Debate.
Delta Sigma Rho-Tau Kappa Alpha., Lawrence, Kans.
PUB DATE- 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Class Activities; *Communication Research; *Computer Assisted Instruction; Debate; *Educational Philosophy; Futures (of Society); Higher Education; Learning Activities; *Persuasive Discourse; *Speech Instruction; Speech Skills; Teaching Methods; *Theory Practice Relationship

Focusing on how computers can and should be used in intercollegiate forensics, this journal issue offers the perspectives of a number of forensics instructors. The lead article, "Applications of Computer Technology in Intercollegiate Debate" by Theodore F. Sheckels, Jr., discusses five areas in which forensics educators might use computer technology: (1) computer assisted instruction, (2) text preparation, (3) program management, (4) research, and (5) evidence filing. The remaining articles, by Melissa Maxcy Wade, John Morello, Sharon Porter, Barbara F. Shreve-Sims, and Warren Decker, are replies to Sheckels's article, pointing to possible drawbacks in computer use as well expanding upon his suggested applications. (FL)

ED 266 547 EA 018 237

Teachers' Pensions: A Model Retirement Plan for the Future. Report of the Minister's Informal Task Force on Teachers' Pensions.
Alberta Dept. of Education, Edmonton.
PUB DATE- Oct 84
NOTE- 70p.; For Summary Report, see EA 018 238.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Financial Support; Foreign Countries; Models; Money Management; *Program Administration; *Retirement Benefits; State Legislation; Teacher Employment Benefits; *Teacher Retirement
IDENTIFIERS- *Alberta; Canada

The Minister of Education of Alberta, Canada established a task force in 1983 to analyze the characteristics of teachers' pension plans and to develop a model retirement plan for teachers in Alberta. The task force reviewed the legislative, structural, administrative, and financial characteristics of Alberta's existing Teachers' Retirement Fund as well as pension plans for teachers in other provinces and for other public employees in Alberta. The task force also considered concerns expressed by the Alberta Teachers' Association and by the Teachers' Retirement Fund board. This report describes the task force's membership and responsibilities, discusses its findings concerning pension fund reform, and presents its proposed model plan. Changes recommended by the task force include enacting new legislation, adjusting the level of teacher contributions, changing retirement options, adopting a new pension formula, and establishing cost of living indexing. Other considerations addressed are termination benefits, deferred pensions, and death and disability benefits. Costs and funding methods for the plan are discussed. Supplementary materials include tables comparing the legislative and administrative characteristics of the provinces' plans, the funding methods used, and the benefits provided. Appendixes present actuarial assumptions, plan variations considered and rejected, and a comparison of the model plan to preexisting recommendations. (PGD)

ED 266 561 EC 181 723

Perryman, Lynne B.; Sonnenberg, Marsha
Addressing the Perceived Needs of Regular Classroom Teachers in Teaching the Gifted Student.
PUB DATE- May 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Higher Education; *Inservice Teacher Education; *Mainstreaming; *Needs Assessment; Teaching Skills

Forty-four teachers (K-12) participated in a 6-hour university training course on teaching gifted students. Data were collected via questionnaires administered before, during, and at the conclusion of the course. The major problems perceived in the initial rating were planning, identification, and time. Before, midway through, and after training, teachers were asked to rate 21 competencies according to their needs as teachers of the gifted in four domains: (1) implementation practices of the gifted program, (2) assessment and curriculum delivery, (3) behavior management strategies, and (4) evaluation strategies. Competencies which decreased 50% or more from the first rating to the final rating included skills in implementing students' educational programs in the classroom, adapting materials to meet academic needs, and designing evaluation instruments geared toward academic programing. It is concluded that by allowing direct teacher input regarding their perceived needs, the relevance of the training appeared to provide decreases in the problem areas the teachers described. (CL)

ED 266 577 EC 181 741

Wilkening, Greta N.

Use of the Luria-Nebraska Neuropsychological Battery--Children's Revision with Learning Disabled Children.

PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Learning Disabilities; Standardized Tests; *Student Evaluation; *Testing; *Test Use
IDENTIFIERS- *Luria Nebraska Neuropsychological Battery

The paper examines use of a children's revision of the Luria-Nebraska Neuropsychological Battery (LNNB-CR) for three aspects of neuropsychologic assessment in children: the absence or presence of learning disability (LD), patterns in dysfunction, and rehabilitation potential and strategies. A review of research covers the use of the battery in the LD population and offers conclusions, including that LD children can be identified, but that the visual scale may be a weak one in terms of making discriminations. The paper describes a case study in which the LNNB-CR was helpful in determining whether an 11-year-old was primarily a learning disabled or a psychiatrically disordered patient. Test analysis indicated that the boy did appear to have LD, with deficits in the left parietal area, and that his rehabilitation potential was quite good given his adequacy in understanding situations and solving tasks of abstract reasoning. (CL)

ED 266 593 EC 182 008

Rusch, Frank R.
Glossary of Dependent Measures from the Employment Training Project.
PUB DATE- 20 Mar 81
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; *Disabilities; *Employment; Job Skills; *Vocational Adjustment

The paper presents a list of definitions of dependent measures from published and unpublished reports on employment training for disabled persons. Explanations are offered for 38 terms such as "accepts criticism," "arrival behaviors," "bus riding," "complaining," "disagreements," "drooling," "following a a schedule," "meal preparation," "sweeping responses," "verbal abuse," and "work behavior, compliant." Each of the definitions cites a relevant reference. (CL)

ED 266 610 EC 182 025

Davis, Bill
IEP Management Programs.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Nov 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Managed Instruction; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Information Systems; *Management Information Systems

The paper examines the use in special education of computerized data management systems (CDMS). CDMS are electronic report generators and databases that provide individualized records (Individual Education Plans or IEP) in a structured format. Examples of software functions and hardware required are cited. Three major sources of software for IEP management, with their costs, are summarized (commercial and noncommercial sources, and database management programs) and software selection criteria are offered. Among the advantages noted for the computerized approach are decreased preparation time and increased teacher efficiency and proficiency. Disadvantages include program variance and the need for staff training. It is concluded that although computerization of the IEP process is still in its infancy, early reports on its effectiveness have been positive. (CL)

ED 266 266 CE 043 533

Vitzthum, Edward F.; And Others
Assessing Pesticide Impact on Human Health in Nebraska: A Survey of Fire Departments. Department Report No. 11.
Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.; Nebraska Univ. Medical Center, Omaha.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Jan 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Emergency Squad Personnel; *Firefighters; Fire Science Education; *Health; Health Conditions; Inservice Education; *Pesticides; Poisoning; Pollution; *Safety Equipment; Vocational Education
IDENTIFIERS- *Emergencies; *Impact; Impact Studies; Nebraska

A mail survey of Nebraska fire departments/districts was conducted during summer 1983 to assess the human and physical resources available to them with special emphasis on equipment and protective clothing needed in pesticide-related emergencies. It also assessed general preparedness for responding to agrichemical emergencies, particularly those involving pesticides, and determined the scope of experience in responding to pesticide-related emergencies. Oxygen supplies for medical emergencies were carried by 27 percent of the firefighting vehicles; 70 percent had a medical emergency kit available. In approximately 6 of every 10 departments, less than half of the personnel had completed an Emergency Medical Technician, Firefighter First Aid, or equivalent course. More than half of the departments had special equipment (self-contained breathing apparatus, chemical suits) available for use in contaminated environments. Most departments assigned personnel without training on how to deal with special situations (e.g., chemical fires) and reported spending four hours or less in-service training time on that same topic within the past three years. Few departments reported that significant percentages of their personnel had certificates, diplomas, or degrees in firefighting or related areas. Most responses to calls during 1982 involving pesticides were located in rural areas. (YLB)

ED 266 409 CS 008 289

Reeve, Robert A.; And Others

Everyday and Academic Thinking: Implications for Learning and Problem Solving. Technical Report No. 349.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 31p.
CONTRACT- 400-81-0030
GRANT- G00840068; HD05951; HD06864
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Processes; Educational Research; Intuition; Learning Processes; Learning Theories; Mathematics; Memory; *Problem Solving; *Reading Comprehension; Reading Skills; Teaching Methods
IDENTIFIERS- *Thinking Skills

The focus of this paper is on some of the difficulties students experience in learning from texts and in solving other types of academic problems, because of their failure to distinguish between skills needed for everyday thinking and those needed for academic thinking. The paper discusses the types of processing problems children experience when asked to read, suggests that some students have pervasive problems with academic learning because their thinking has all the strengths and biases of everyday thinking, and argues that certain characteristics of everyday thinking are particularly ill-matched with the demands of formal science education. It also discusses interventions for introducing more effective learning and teaching strategies in the general realm of reading comprehension, such as using reciprocal teaching. Finally, the paper speculates on possible extensions of these intervention procedures in fostering problem solving in science and math. (EL)

ED 266 424 CS 008 319

Linn, Robert L.; Meyer, Linda A.
Kindergarten Instruction and Early Reading Achievement. Technical

Report No. L-4.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 27p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984). Figure 3 contains small print.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feedback; Kindergarten; Primary Education; *Reading Achievement; *Reading Instruction; *Reading Research; Reading Skills; Reading Strategies; Teacher Behavior; *Teacher Effectiveness; Teacher Influence; Teaching Methods; Teaching Styles; *Time on Task

The relationship of the amount of classroom time devoted to reading instruction, the number of reading related activities, and teacher instruction feedback to reading achievement at the end of kindergarten was investigated for a sample of approximately 300 children in 14 kindergarten classrooms at three schools. Based on nine rounds of full-day observations, it was found that there are great between- and within-class differences in the amount and type of reading instruction received by the kindergarten children. These differences were strongly related to student decoding ability in the spring after controlling for fall achievement. Future analyses of the continuing longitudinal follow-up of these children will investigate the degree to which these differences in early reading achievement are reflected in later reading comprehension differences. (Tables of findings are included.) (Author/EL)

ED 266 641 FL 015 455

Takala, Sauli
Estimating Students' Vocabulary Sizes in Foreign Language Teaching.
PUB DATE- 85

NOTE- 10p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Difficulty Level; *English (Secon Language); Evaluation Methods; Foreign Countries; *Language Tests; Learning Theories; *Measurement Techniques; *Research Needs; Secondary Education; Second Language Learning; *Vocabulary Development
IDENTIFIERS- Finland

Issues related to the estimation of individuals' vocabulary size are discussed, including the rationale for vocabulary size research and the psychological, pedagogical, and quantitative approaches to vocabulary research and methodological problems associated with them. Some results from a large-scale assessment of Finnish comprehensive school students' active and passive vocabularies, word-formation skills, and contextual inference abilities in English are outlined. Resulting vocabulary research directions are suggested in two major areas: test types and student populations. It is recommended that research on test types focus on how to tap partial knowledge of word meanings and their effect on vocabulary size estimates and on estimation of vocabulary in the context of discourse comprehension and production. It is also suggested that the student populations studied be extended to include lower stages of vocabulary development, end-of-secondary school and university students, students with more training in word analysis and context utilization, and students at different ability levels. In addition, theoretical inquiry on the nature of vocabulary learning, teaching, and research is recommended. (MSE)

ED 266 293 CE 043 585

Harmon, Hobart L.
Pedagogical Inservice Needs and Activities of Postsecondary Agriculture Instructors in the United States. Final Report.
Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 30 Jun 85
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agricultural Education; *College Faculty; *Educational Needs; *Faculty Development; Full Time Faculty; *Inservice Teacher Education; Part Time Faculty; Postsecondary Education; *Teacher Attitudes; Two Year Colleges; Vocational Education; *Vocational Education Teachers

The purpose of this study was to determine the pedagogical inservice needs of postsecondary agriculture instructors in the United States by type of institution, and to determine the types of inservice activities available to postsecondary agriculture instructors by type of institution. A survey questionnaire was mailed to a stratified random sample of 430 instructors. The 306 instructors who replied rated 118 pedagogical competencies and 19 inservice activities. The results of the survey showed that full-time instructors expressed greater need for inservice education regarding pedagogical competencies than part-time instructors. Part-time instructors rated availability of inservice activities at their institutions higher than full-time instructors did. However, more than one-third of the part-time instructors did not know what inservice activities were available at their institutions. Instructors at institutions offering bachelor's degrees and above in agriculture had less inservice need for pedagogical competencies than instructors in institutions offering two-year degrees or less. Instructors in the bachelor's degree-granting institutions see their greatest pedagogical inservice need to be "teaching with the aid of a microcomputer," while instructors at institutions granting lower degrees perceived their highest inservice need to be "recruiting students" for their programs. The results of the study can be used to help educators and supervisors of postsecondary agriculture instructors to meet the divergent needs of instructors at different types of institutions. Appendices contain letters of correspondence, the final questionnaire, and tables of statistical data. (KC)

ED 266 307 CE 043 618

Blaylock, James R.; Smallwood, David M.
U.S. Demand for Food: Household Expenditures, Demographics, and Projections. Technical Bulletin Number 1713.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Feb 86
NOTE- 59p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (TB-1413).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Age Groups; Blacks; Budgets; Consumer Economics; *Demography; *Differences; *Expenditures; Family Income; *Food; *Futures (of Society); *Income; Regional Characteristics; Whites
IDENTIFIERS- *Consumption

Higher income households spend more per person on most food groups, especially beef, fish, cheese, vegetables, butter, and alcoholic beverages, than do lower income households. Elderly Americans spend less than younger people on food away from home and on alcoholic beverages. Households in the Northeast and West spend more on food than those in the South and North central regions, and nonblacks spend more on food than do blacks. Per person spending on food varies little across seasons. This study uses tobit analysis of the 1980-81 Continuing Consumer Expenditure Survey of the Bureau of Labor Statistics to measure effects of income and other demographic factors on per person spending for 28 food groups and alcoholic beverages. The results are combined with projections of income, age distribution, regional population shifts, racial mix, and population growth to project food spending to the year 2020. Food groups projected to increase most are food away from home, fish, fresh fruits and vegetables, and alcoholic beverages. (Author/KC)

ED 266 470 CS 209 561

Kolczynski, Richard G.
Evaluating Writing: An Annotated Bibliography.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; College English; Essay Tests; *Grading; *Holistic Evaluation; Language Tests; Secondary Education; Verbal Tests; Writing (Composition); *Writing Evaluation; *Writing Instruction

Intended for teachers, this bibliography lists 3 books and 16 journal articles about evaluating writing. The works cover such aspects as the effects of praise and blame on student writing, the evaluation of composition without using grades, an evaluation system that promotes writing, procedures for evaluating writing, holistic reading in the composition class, a way to get the most out of time spent marking compositions, nonjudgmental responses to student writing, self-provided and peer-provided feedback, oral evaluation, and a way to develop a criteria-based scale of evaluation. (EL)

ED 266 533 EA 018 161

Lockledge, Ann
Review of the Literature Regarding Personnel Serving in American Sponsored Overseas Schools.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Characteristics; Administrators; Elementary Secondary Education; Foreign Countries; *Institutional Characteristics; Overseas Employment; *Teacher Characteristics; Teacher Employment; Teachers
IDENTIFIERS- *Dependents Schools

Twenty-nine publications discussing various aspects of education i American-sponsored overseas schools are reviewed in this document. The materials examined provide information on the characteristics of the schools, their staffs and their student bodies. Particular attention is paid to chief school administrators and teachers. The literature covers the training, personalities, attitudes, and professional activities of the administrators. The literature also explores the teachers' education, turnover, employment status, personalities, preparation for overseas employment, and attitudes toward computer use. (PGD)

ED 266 280 CE 043 556

Knold, John A., Ed.
Employee Training Needs as Expressed by Employers in Washington State.
Washington State Commission for Vocational Education, Olympia.
PUB DATE- 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Disabilities; Dislocated Workers; *Educational Improvement; *Educational Needs; Educational Quality; *Employer Attitudes; Employment Potential; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Role of Education; School Business Relationship; Secondary Education; State Surveys; Unemployment; *Vocational Education
IDENTIFIERS- Washington

A study assessed the attitudes of 702 Washington State employers toward vocational education at the secondary and postsecondary levels. The majority of respondents perceived community colleges and vocational-technical institutes, but not public high schools, to be doing a very good job of preparing students for job and careers. Over 90 percent regarded having a strong background in basic skills as very important. The most important competencies for high school and postsecondary vocational school graduates were positive work habits and attitudes. One-third of the employers had used community colleges or public vocational-technical institutes to train employees. Employers believed subject areas needing increased emphasis at secondary and postsecondary levels are math and English. On-the-job training was provided by 94 percent, training for the disabled by 13 percent, and training for displaced or unemployed workers by 12 percent. Almost 60 percent had been involved in a cooperative relationship with an educational institution. The report's recommendations included: integration of basic and employability skills into vocational education; a strong core curriculum of English, mathematics, and science for all secondary students; more school-business cooperation; and greater efforts by business to meet needs of dislocated and handicapped workers. (The survey instrument is appended.) (YLB)

ED 266 321 CE 043 639

Present an Illustrated Talk. Second Edition. Module C-15 of Category C--Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-89606-198-1

PUB DATE- 86

NOTE- 48p.; For other modules, see ED 262 292, ED 264 443, CE 043 551-555, CE 043 595, and CE 043 638.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiovisual Aids; *Classroom Techniques; Competence; *Competency Based Teacher Education; Educational Media; *Group Instruction; Instructional Materials; *Learning Activities; Learning Modules; Material Development; Postsecondary Education; Programed Instructional Materials; *Speech Communication; *Speech Instruction; Teaching Methods; Transparencies

This module is one in a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. This module is designed to help prospective teachers identify and use techniques that will improve their ability to communicate orally with students as they make both large and small presentations. The module consists of a terminal objective and enabling objectives, prerequisites, resources, and four learning experiences. Learning experiences, which focus on the enabling objectives, contain an overview, information, activities, self-checks, lesson presentation checklists, and feedback. The final learning experience is an actual teaching situation in which the prospective teacher is to present an illustrated talk and be evaluated by a resource person on his/her competency in this task. (KC)

ED 266 365 CG 018 845

Alternative Programs for Troubled Youth. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-ninth Congress, First Session on Examination of Alternative Educational and Treatment Programs Aimed at Helping Troubled Youths and Adults (October 7, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-348

PUB DATE- 86

NOTE- 87p.; Some pages may be marginally reproducible due to small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; Children; *Delinquency; Dropouts; *Educational Needs; Elementary Secondary Education; Hearings; *Nontraditional Education; Student Behavior; *Student Problems; Violence; Youth Programs

IDENTIFIERS- Congress 99th

This document contains testimonies of witnesses and prepared statements from the Congressional hearing called to examine alternative programs designed to provide education to disruptive and delinquent students who may be a threat to other students and teachers in the regular school. Statements are included from Senator Hatch, who presents statistics on dropouts and violence in the schools, and from Senators Metzenbaum and Grassley who call for programs to help troubled youth. Testimony is included from representatives of two alternative education programs. Elyse Clawson of the Marmalade School, Utah, and Neil Shorthouse of Exodus Programs, Georgia, discuss their programs' philosophies, management, funding, and effectiveness. Statements are also given from Alfred S. Regnary, the administrator of the Office of Juvenile Justice and Delinquency Prevention in the U.S. Department of Justice and from Regnal Garff, a juvenile court judge from Utah, who discusses his experiences with troubled youth, reviews several alternative programs and makes recommendations for effective programs in the future. The problems of dropouts and delinquent youth are outlined and the need for alternative education, as well as individual and family counseling, is stressed. It is suggested that federal and state agencies encourage the private sector to provide programs and the advantages of private programs over public programs are considered. Prepared statements are included from all witnesses. (NRB)

ED 266 396 CG 018 876

Kline, William B.; Vernon, Ann
Guidelines for the Development of Guidance Activities.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Effectiveness; *Counseling Techniques; Elementary Secondary Education; *Experiential Learning; *Guidance Objectives; *Guidance Programs; Guidelines; School Counselors; *School Guidance

This document argues that packaged guidance curriculum activities are intended for general populations and often fail to address the needs of certain communities or to be responsive to specific events. A process is then presented which enables counselors to design their own activities. The process described is based on an experiential learning model with five steps: (1) experiencing; (2) publishing; (3) processing;(4) generalizing; and (5) application, to which the step of development of objectives is added. It is recommended that objectives be specific and appropriate, with no more than two objectives for each 20 to 40 minute activity. An effective experience phase is suggested to generate information relevant to the exercise by incorporating role-playing, reflection, problem-solving, games, artwork, or films. The publishing phase is presented as an attempt to surface reactions to the experience phase, usually by asking questions related to the objectives. In the processing phase the counselor is instructed to summarize responses, make note of them, and encourage students to draw their own conclusions. A discussion of the generalizing phase focuses on the need to present concepts that will help students to organize and understand their experiences. The final phase, the application phase, involves student practice of the skills and knowledge they have learned from the guidance activity. The paper concludes that guidance activities developed to meet specific needs are more likely to meet those needs than are generalized packaged activities. (ABL)

ED 266 486 CS 209 589

Farris, Christine
Using Literature to Encourage Academic Thinking in a Basic Writing Course.
PUB DATE- 23 Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Critical Thinking; English Instruction; Higher Education; *Literature Appreciation; *Student Motivation; *Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- *Basic Writing; Educational Opportunities Program

Because only 10 percent of students admitted to the University of Washington through the Educational Opportunity Program were able to graduate from the university, a basic writing course using literature to develop students' academic thinking skills was developed. Literature to which students could relate more easily, such as "Farewell to Manzanar" and "No No Boy," was selected for the class, and students kept a reader's and writer's journal in which they responded to questions about the literature. Alan Purves's four stages of response to literature--engagement, perception, interpretation, and evaluation--were used as a framework for the progression of journal and discussion questions and for assigned unedited journal pieces later expanded into essays. In spite of the interactional reading and writing and the attempt to enlarge perspectives, many of the students continue to respond to only a portion of the text. Nevertheless, basic writing students in particular need to assimilate their own experiences and values so that they feel that their opinions have worth, and the academic community has a responsibility to assist those students in achieving that goal. (DF)

ED 266 518 CS 505 213

Friday, Robert A.
Advanced Public Speaking: A Successful Problem Solving Program That Works for Everyone.
PUB DATE- 79
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advanced Courses; Audience Analysis; Cognitive Processes; Critical Thinking; Evaluative Thinking; Higher Education; Persuasive Discourse; *Problem Solving; Productive Thinking; *Public Speaking; Speech Communication; *Speech Curriculum

An advanced public speaking class at the Duquesne University, Pittsburgh, was specifically designed not only to improve the overall quality of a speech communication program but also to increase the number of majors that an excellent program would attract. Only students who have demonstrated superior speaking skills in basic public speaking classes are admitted to the advanced class. Course requirements include becoming members of a problem solving task force, interviewing three experts on a subject selected by their task force, reading all sources suggested by each expert, reporting and critiquing findings before task force members, and participating in the design of two 40 minute live productions of problem solving presentations before an audience of high school students. Students must be familiar with problem solving theory and should realize that having an audience aids in evaluating the success of their productions. (DF)

ED 266 594 EC 182 009

Rusch, Frank R.; And Others
Survey-Train-Place: Vocational Preparation for the Severely Handicapped Student.
PUB DATE- Feb 80
NOTE- 25p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Modification; Community Programs; *Education Work Relationship; *Employment; Job Placement; Job Skills; *Severe Disabilities

The paper reviews a community-oriented behavioral approach to vocational training and suggests behaviors to be acquired before handicapped students leave the public schools. The initial survey of the community is designed to identify possible community job placements and determine relevant vocational behaviors within each of the jobs. Survey methods include verbal reports and direct observations. The second section of the report focuses on training severely handicapped persons to become competent workers and includes information on training behavior (shaping, discrimination, generalization) and managing behavior (reinforcement, extinction, and punishment). The third section of the model, placement in community-based vocational settings, includes three critical features: cooperating with potential placement staff, monitoring student performance, and advocating for fair and equal treatment. (CL)

ED 266 611 EC 182 026

Woods, James N.; And Others
Attitudinal Change of Direct Service Providers toward Competitive Employment for Persons with Developmental Disabilities.
PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Developmental Disabilities; *Employment; Institutes (Training Programs); *Job Placement; Workshops
IDENTIFIERS- *Service Providers

Created to evaluate the effects of placement training for persons with developmental disabilities, the Competitive Employment Implementation Scale (CEIS) measures training participants' acceptance of responsibility for effecting competitive employment for their clients. Thirty-seven participants in competitive employment workshops and participants in a comparison group were administered the CEIS. Results, measured by dependent t-tests, indicated significant attitudinal change toward acceptance of placement duties for persons attending the workshops. No significant difference was found for the comparison group. The competitive employment workshop demonstrated that factual information combined with local business assessment can produce an improvement in participant attitude toward placement in competitive employment for clients with disabilities. (Author/CL)

ED 266 626 FL 015 431

Rado, Marta; Foster, Lois

Migrant Children's Language, Parental and Peer Language Environment, and Their Implications in the Australian Intercultural Context.

PUB DATE- Aug 85
NOTE- 38p.; Paper presented at the Annual Congress of the Applied Linguistics Association of Australia (10th, Brisbane, August 25-29, 1985). For related document, see FL 015 430.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Child Language; *Communicative Competence (Languages); *Connected Discourse; Elementary Education; *English (Second Language); Foreign Countries; Intercultural Communication; Interlanguage; Language Usage; *Migrant Children; *Parent Influence; *Peer Influence; Pronouns; School Role; Second Language Learning; Story Telling
IDENTIFIERS- Australia; *Referents (Linguistics)

A study of some features of the language usage of nonnative English speakers focused on global communicative competence and the use of text-building devices. Subjects were the primary-school-age children of eight native Italian-, Greek-, and Macedonian-speaking migrant parents and a matched set of native-English-speaking classmates. The language corpus consisted of verbally elicited completions of several narratives. The native English-speaking children's (ES) texts were compared with the nonnative English speakers' (NES) texts for the identification of or reference to characters in the context of discourse cohesiveness. It was found that in telling stories, the language usage of the two groups was similar in many respects but different in detail, with greater NES use of the nominal referential form, suggesting a greater hearer orientation. NES subjects also introduced more characters, effected character changes more frequently, and used the connective "and" more often. ES subjects used more pronominal reference and showed a greater sense for contemporary adolescent usage in Australia. The results suggest that: bilingual children need more help in learning standard morphosyntactical forms and attaching appropriate meanings to lexical items; monolingual children should have greater exposure to second languages; and Australian education should not be based on a monolingual perspective. (MSE)

ED 266 240 CE 042 279

Philippine HRD Yearbook 1985.

Los Angeles City Human Relations Commission, CA.

PUB DATE- 85

NOTE- 267p.; Financed by the World Bank Vocational Training Project. Photographs may not reproduce clearly.

AVAILABLE FROM- ASI Communications Center, P.O. Box 412, MCPO, Makati, Metro Manila, Philippines ($30.00, plus $5.00 postage).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Developing Nations; Developmental Programs; *Economic Development; Elementary Secondary Education; Employment Patterns; *Foreign Countries; Futures (of Society); *Government Role; *Human Resources; Industrial Structure; Industry; *Labor Force Development; Postsecondary Education; Private Agencies; Role of Education; Rural Development; Vocational Education

IDENTIFIERS- *Philippines

This yearbook is the first edition of a year-to-year review of human resource development (HRD) in the Philippines. As the first chronicle of its kind in the country, the yearbook offers a comprehensive survey of the growing relevance of HRD from 1966, when the Philippine government officially adopted it as a national policy, through the year 1984. The volume is divided into seven parts. It opens with an overview of developments which serves as a thematic summary of the entire volume. The following topics are discussed in the next sections: HRD and government, HRD and education, HRD and industry, HRD and the regions, and HRD and the National Manpower and Youth Council. Finally, it closes with a discussion of future prospects for Philippine HRD. The yearbook contains an extensive collection of statistics and data on issues such as the labor force, the educational system, rural development, and industrial capacity, among others. (KC)

ED 266 335   CG 018 815

Juvenile Justice: Detention Using Staff Supervision Rather Than Architectural Barriers. Report to Congressional Requestors.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/GGD-86-30

PUB DATE- Dec 85

NOTE- 25p.

AVAILABLE FROM- United States General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free, $2.00 additional copies, 25% discount on 100 copies or more).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; *Correctional Institutions; Delinquency; *Delinquent Rehabilitation; Facility Case Studies; Federal Government; Institutional Characteristics; *Institutional Environment; Institutionalized Persons; *Staff Role

This report summarizes information on juvenile detention facilities using staff supervision rather than architectural barriers, such as barred windows and locked doors. Results of a survey of staff secure facilities are detailed in the appendix and eight tables of data are provided. Topics covered in the appendix, which comprises most the document, include background of staff secure programs for juveniles; objectives, scope, and methodology of the survey; characteristics of facilities visited; characteristics of juveniles placed in facilities and various reasons for their placement; and the variety of staff secure programs. Various physical restraint methods used for juveniles are discussed and safeguards used to avoid abuse are presented. Lengths of stay, costs of facilities, the disposition of juveniles leaving staff secure facilities and other treatment facilities, and the advantages and disadvantages of staff secure facilities are also examined. Major results concerning the reasons for juvenile placement, the methods used to restrain juveniles, the safeguards used to prevent juveniles from being abused, and the range of time juveniles were held in the facilities are emphasized in the initial summary. (ABB)

ED 266 381 CG 018 861

Medicare and Medicaid Reform: Protecting the Aged and Indigent in Texas. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (El Paso, TX).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-532
PUB DATE- 2 Jul 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Costs; *Economically Disadvantaged; *Federal Legislation; Hearings; *Medical Services; *Older Adults; Poverty
IDENTIFIERS- Congress 99th; Health Care Costs; *Medicaid; *Medicare; Texas (El Paso)

Testimonies and related materials from a Congressional hearing on Medicare and Medicaid reform are presented. Chairman Mike Synar's opening remarks deal with the need to maintain quality health care and access to care in the era of such cost containment policies as Diagnostic Related Groups. The chairman calls for reform of the Medicare and Medicaid systems to reprioritize full access to health care. Statements are also given by Congressmen Robinson and Coleman. Two state representatives from the Texas House of Representatives testify about the Texas legislative response to health care needs of the poor and elderly and their concerns about the Medicare and Medicaid programs. A private senior citizen testifies about her health care cost problems. A representative from the American Association of Retired Persons discusses a Medicare analysis he oversaw in Texas and the survey results. Two representatives from the El Paso Interreligious Sponsoring Organization discuss their experiences with health care costs and the indigent population of El Paso. A Texas hospital administrator testifies on his institution's difficulties with the Diagnostic Related Group program. Testimony from a representative of the Texas Department of Human Resources considers the potential adverse effects of reduced Medicaid funding. (ABL)

ED 266 440 CS 008 342

Bruce, Bertram; And Others

Two Papers on the Role Computers Play in Education. Reading Education Report No. 62.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 28p.
CONTRACT- 400-81-0030
GRANT- G-83-0051
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Educational Technology; Educational Trends; Elementary Secondary Education; *Equal Education; *Microcomputers; Sociocultural Patterns; Socioeconomic Status
IDENTIFIERS- Computer Uses in Education

The use of the computer as an educational tool is examined in the two papers of this report. The first paper, "Taking Control of Educational Technology" by Bertram Bruce, considers what computers are and how they might be used productively in education. The paper notes that the biggest impact of computers may be in terms of the ways they contribute to the social organization of the classroom. The second paper, "Whose Computer Is Is Anyway?" by Sarah Michaels and Courtney Cazden, questions whether the use of computers in education will mitigate, maintain, or even increase existing inequalities, and points out that boys and students in wealthier school districts, for example, have more opportunities to work with computers and that there may also be socioeconomic status (SES) related differences in the kinds of instruction that students receive through computers. The paper argues that issues of fairness and general educational value should take precedence over existing social stereotypes and political barriers. (HOD)

ED 266 455 CS 209 491

Dwyer, Barry
The Mass Media: An Integrated Unit. Resources.
Australian Association for the Teaching of English.
PUB DATE- Oct 82
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Advertising; Broadcast Industry; Class Activities; *English Instruction; Foreign Countries; *Learning Activities; *Mass Media; News Media; Newspapers; Radio; Resources; Secondary Education; Teaching Methods; Television; Television Commercials

A comprehensive approach to a critical study of the mass media is presented in this journal insert, which also provides a format for planning an integrated unit. The main section of the insert focuses on seven questions and their answers concerning: (1) selection of the topic, (2) justifying a mass media curriculum, (3) entry experience, (4) expectations or intended outcomes, (5) resources, (6) learning activities, and (7) evaluation. A section on four learning behaviors--experiencing, investigation, self-expression, and communication--and a section containing 75 suggestions for media inquiries/activities are also included. (EL)

ED 266 471 CS 209 562

Nugent, Harold; Nugent, Susan
Connecting the Language Arts: The Double-Entry Journal in Literature Classes.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Language Arts; *Literature Appreciation; Peer Relationship; *Reader Response; Reading Writing Relationship; Secondary Education; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *Affective Response; *Double Entry Journals; Journal Writing

The double-entry journal requires students to write affective response statements to readings, and to compare such entries with classmates. After discussions with peers and critical analysis of the literature, students write a second journal entry synthesizing insights gained from discussion, analysis, readings, and writings. The journal (1) activates prior knowledge and present feelings, (2) encourages collaborative learning, (3) integrates major language skills, and (4) fosters creativity and discovery. Although several approaches to subjective criticism exist, David Bleich's three-step response is most useful. In the "percept" stage, students select the "percept" or most important word, phrase or sentence in the work, and support it with explanations, while in the "affect" stage, students describe raw emotions related to the perception. In the "association" stage, writers/readers consider times in their lives when they have had similar feelings or experiences. During small group discussion, members engage in synthesizing, looking for commonality in the group's perceptions. The integrating of reading, writing, speaking, and listening--emphasized throughout this approach--generates new ideas, new connections, and new insights. After writing the affective response, sharing this response in the small groups, and discussing the literature in class, the reader/writer returns to the journal and writes a second entry--with new insights, further understanding, and heightened perceptions. Each writer then has an opportunity for clarifying, gaining new information, or reexamining the literature. (HTH)

ED 266 502 CS 505 155

Habbel, David M.
Towards a State-of-the-Art Undergraduate Program in Communication.
PUB DATE- Nov 85
NOTE- 62p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Communication; Communication (Thought Transfer); *Communication Skills; Higher Education; Intercultural Communication; Interpersonal Communication; Mass Media; Nonverbal Communication; Organizational Communication; Program Descriptions; *Program Development; Program Improvement; *Speech Communication; *Speech Curriculum; Speech Skills

The results of one faculty's effort to design a "state-of-the-art" undergraduate program in communication are presented in this paper. The program described in the paper was developed to reflect current theory, research, and practice in the context of an increasingly information- and communication-based society. The paper discusses the comprehensive examination of the specific objectives and

methods, relevant background information on the University of Wisconsin (Parkside), and the conditions that helped to stimulate the program development. It then describes the philosophy of the new program and points out its uniqueness in focusing on the development of literacy. Tables of both the old and the new courses and their requirements provide for a comparison of the two programs. The paper also discusses the two central concerns guiding the program evaluation and redesign, and contains a list of objectives, followed by a description of the requirements for the program with an emphasis on the courses that are most unique, including innovative core courses, a course designed to expose students to communication professionals and their work, and a unique "preprofessional" student-run organization. An appendix gives the course listings and course requirements for 1980 and 1984 as well as selected course descriptions. (EL)

ED 266 534 EA 018 162

Barriers to Excellence in Illinois: Our Children at Risk.

Designs for Change, Chicago, Ill.

PUB DATE- Jan 85
NOTE- 34p.; For a related document, see ED 260 148.
AVAILABLE FROM- Publication Sales, Designs for Change, 220 South State Street, Suite 1616, Chicago, IL 60604 ($2.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Educational Assessment; *Educational Change; *Educational Discrimination; Educational Improvement; Educational Objectives; Educational Opportunities; Educational Policy; Elementary Secondary Education; *Equal Education; Mainstreaming; Minority Group Children; State Surveys
IDENTIFIERS- Excellence in Education; *Illinois; National Board of Inquiry on Schools

The National Board of Inquiry on Schools conducted hearings in nine states to determine the extent to which equal educational opportunity has been achieved and to identify the areas in which additional efforts must be made. The study found several significant achievements and changes, but also found that inadequate funding and prejudicial attitudes are combining to prevent efforts to provide equal opportunity from being as effective as possible. A supplement to the National Board of Inquiry's report on this study, this publication discusses the problems facing reformers in Illinois as revealed in the Illinois hearings conducted as part of the larger study. The problems fall into four categories: discrimination and differential treatment, threats to an effective mainstream learning program, inadequate responses to special needs, and barriers to public involvement. The material presented consists primarily of key information provided by hearing witnesses. The hearings revealed that the problems are spread throughout the state. Considering the present interest in major educational reform, it seems critical to address these issues along with the more popular issues of educational quality. Seven hard questions, dealing with issues like discrimination, mainstreaming, dropouts, and involvement of parents, that should be asked when assessing recommendations for reform conclude the document. (PGD)

ED 266 548   EA 018 238

Teachers' Pensions: A Model Retirement Plan for the Future. Report of the Minister's Informal Task Force on Teachers' Pensions. Summary Report.

Alberta Dept. of Education, Edmonton.

PUB DATE- Oct 84

NOTE- 15p.; For a full report, see EA 018 237.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Financial Support; Foreign Countries; Models; Money Management; *Program Administration; *Retirement Benefits; State Legislation; Teacher Employment Benefits; *Teacher Retirement

IDENTIFIERS- *Alberta; Canada

The Minister of Education of Alberta, Canada established a task force in 1983 to analyze the characteristics of teachers' pension plans and to develop a model retirement plan for teachers in Alberta. The task force reviewed the legislative, structural, administrative, and financial characteristics of Alberta's existing Teachers' Retirement Fund as well as pension plans for teachers in other provinces and for other public employees in Alberta. This document summarizes the task force's full report, which describes the task force's membership and responsibilities, discusses its findings concerning pension fund reform, and presents its proposed model plan. Changes recommended by the task force include enacting new legislation, adjusting the level of teacher contributions, changing retirement options, adopting a new pension formula, and establishing cost of living indexing. Other considerations addressed are temination benefits, deferred pensions, and death and disability benefits. Costs and funding methods for the plan are discussed. (PGD)

ED 266 562   EC 181 725

Meredith, Kurt; Steele, Jeannie
The Troubled Reader: Access to Intervention for the School Psychologist.
Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.
PUB DATE- 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basal Reading; Elementary Secondary Education; *Intervention; *Reading Difficulties; *Reading Instruction; Reading Skills; Reading Tests; *School Psychologists; Self Esteem; Student Characteristics; Student Evaluation

Intended for school psychologists, the guidelines suggest ways of intervening with troubled readers. An initial chapter notes the size of the problem and asserts that school psychologists have some training to work with troubled readers. Chapter 2 reviews the reading process, addressing such aspects as the interaction of text, reader, and content as well as the role of the basal reader in reading. Chapter 3 addresses characteristics of students with poor reading skills, primarily low self-concept as evidenced in response to competition, locus of control, and the child's own view of himself or herself. Diagnostic evaluation and assessment are the major foci of chapter 4 which reviews components of appropriate assessment. The final goal of evaluation, remediation, is the topic of chapter 5 which considers grouping, teacher feedback, student-classroom interactions and peer interactions. Sample reading questionnaires are appended; seven pages of references conclude the document. (CL)

ED 266 578 EC 181 742

Wilson, Sheryl L.; Cleaves, Wallace T.
Qualitative Differences in the Structure of Intelligence of Retarded Children.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Cognitive Processes; Elementary Secondary Education; *Intelligence Differences; Intelligence Quotient; *Mild Mental Retardation

To examine whether or not retarded individuals have the same structure of intelligence as normal IQ individuals, test scores from the Wechsler Intelligence Scale for Children-Revised (WISC-R), Reitan's Trail Making Test (TMT), and Beery's Developmental Test of Visual Motor Integration (VMI) for both a mildly retarded and normal IQ population of children were collected. Children were matched for both chronological age (CA), and mental age (MA), resulting in four sets of analyses. It was hypothesized that DQ (freedom from distractibility) from the WISC-R would be highly related to TMT, while PQ (perceptual organization) would be highly related to VMI. Results found similar relationships between the variables, regardless of the matching procedure. DQ significantly predicted the variance in Trails B of the TMT for the retarded sample, but not for the normal IQ sample. Similarly, PQ was significantly related to VMI for the normal IQ sample, but not for the retarded sample. Therefore, it appears there may be a qualitative difference in the structure of intelligence of the retarded child. (CL)

ED 266 254 CE 043 497

McLeod, Pat N.; And Others

Evaluating the Effectiveness of Vocational Education for the Handicapped.

North Texas State Univ., Denton.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 30 Jun 85
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Employment Problems; Exceptional Persons; Mainstreaming; *Outcomes of Education; *Program Attitudes; *Program Effectiveness; Program Improvement; Secondary Education; Special Education; State Surveys; *Vocational Education
IDENTIFIERS- *Texas

Vocational education programs for handicapped students in Texas were evaluated in order to make recommendations for improvement. Three objectives were proposed: (1) to evaluate the effectiveness of training for entry-level knowledge and skills provided to handicapped students enrolled in vocational education for the handicapped (VEH) programs; (2) to review the job status of handicapped students who have completed VEH programs in order to determine to what extent these students are being employed in the occupations for which they were trained; and (3) to recommend an appropriate method for delivering vocational services to handicapped students. A project advisory committee was selected to draw up a sample and review survey instruments for VEH teachers, vocational counselors, VEH students, and employers of VEH completers. From a population of 411 VEH programs in 175 school districts, a sample of 196 VEH programs in 100 school districts was selected, and programs administrators in these districts received survey packets. A major part of the report consists of an analysis of the survey data in 12 tables. According to the survey response, about 61 percent of administrators felt that VEH students were being realistically trained for employment, while 70 percent of special educators felt this was happening now. Employers also felt that the training was helpful on the present job. The survey found a low percentage of program completers in jobs for which they had been trained, but in many cases the reason for this was that participants were still in school. Concerning those who had finished school and were working, a high percentage of employers thought the handicapped had a good future in the fields for which they had been trained. Finally, the survey respondents recommended greater cooperation between vocational and special education as the number one need in improving VEH. (KC)

Sutton, John D.
Farm-Level Effects of Soil Conservation and Commodity Policy Alternatives: Model and Data Documentation.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES860116
PUB DATE- Feb 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; Agronomy; Economic Research; *Grains (Food); *Linear Programing; *Models; *Policy; *Soil Conservation; Vocational Education

This report documents a profit-maximizing linear programming (LP) model of a farm typical of a major corn-soybean producing area in the Southern Michigan-Northern Indiana Drift Plain. Following an introduction, a complete description of the farm is provided. The next section presents the LP model, which is structured to help analyze after-tax income and erosion effects of soil conservation and commodity program options on cash-grain farms having various land, labor, and financial resources. The model can be used directly or easily modified for farms in other critically eroding Major Land Resource Areas (MLRAs). (The model maximizes after-tax farm income subject to a simultaneous system of linear resource constraints.) The mathematical expression of the model is presented; a sample tableau of the LP matrix follows as well as a full documentation of the purpose and coefficient derivation procedure for each row and column. Symbols used in the equations appear immediately after the equations. Other contents include a description of the data sets used for this study and the output report of a sample optimization run on a microcomputer. (YLB)

ED 266 351 CG 018 831

Crowley, Joan E.
Status Variations in Alcohol Use among Young Adults: Results from the 1984 National Longitudinal Surveys of Youth.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Aug 85
NOTE- 36p.; For related document, see CG 018 830.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Alcoholism; *Behavior Patterns; *Drinking; Drug Use; Racial Differences; Sex Differences; *Socioeconomic Status; Surveys; Trend Analysis; *Young Adults

This document gives descriptive results on alcohol use patterns among young adults from the 1984 National Longitudinal Survey of Labor Market of Youth, a survey of a large, nationally representative sample supplemented by samples of blacks, Hispanics, and economically disadvantaged non-black, non-Hispanic youth and covering the entire range of educational levels. Those results are then extended with multivariate analyses of alcohol use patterns as they are related to indicators of socioeconomic status. Age and trends in alcohol consumption are discussed with tables illustrating the number of days on which the respondents drank in the previous week, the total number of drinks consumed, and the average number of drinks per drinking day compared for the three survey years (1982-84). Drinking and social status and problem drinking are discussed and supporting data tables are included. A major portion of the report details the patterns of reported problems within the young adult population. Several issues are raised in the conclusion of this document. It is noted that: (1) quantity and frequency should be distinguished in the interpretation of results; (2) blacks have a higher prevalence of cirrhosis than do whites, although blacks reported less alcohol consumption; and (3) alcohol related problems are not merely a function of alcohol consumption. An appendix contains the alcohol use section of the survey instrument. (ABL)

ED 266 410 CS 008 290

Vosniadou, Stella; Brewer, William F.
The Problem of Knowledge Acquisition. Technical Report No. 348.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Dec 85
NOTE- 36p.
CONTRACT- 400-81-0030
GRANT- BNS-8510254
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Educational Theories; *Learning Processes; Learning Theories; *Schemata (Cognition)
IDENTIFIERS- *Knowledge Acquisition

An examination of how new knowledge is acquired reveals that knowledge is organized in global conceptual constructs called schemata, and that the process of knowledge acquisition can be conceptualized as the articulation and restructuring of these schemata. Assuming that a schema is a generative structure with implications beyond what is immediately known, the working out of these implications is schema articulation. Schema restructuring is the kind of learning that involves fundamental changes in the nature of the schema itself. The domain of observational astronomy (i.e., the knowledge about the sun, moon, and stars in relation to the earth) would be an appropriate domain to test these ideas. When the purpose of instruction is to promote schema articulation, it is important to build instruction around the child's already existing schema. When the purpose of instruction is to promote knowledge restructuring, it is important to foster recognition of the anamolies in the existing schema and to use explanatory analogies and/or physical models to bring relevant knowledge from a different domain to help schema restructuring. An 11-page reference list is appended. (EL)

ED 266 425 CS 008 322

McGinley, William J.; Denner, Peter R.

The Use of Semantic Impressions as a Previewing Activity for Providing Clues to a Story's Episodic Structure.

PUB DATE- Oct 85

NOTE- 20p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (3rd, Jackson, WY, October 10-12, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advance Organizers; *Context Clues; Junior High Schools; *Reading Comprehension; Reading Instruction; Reading Processes; *Reading Research; *Semantics

IDENTIFIERS- *Story Structure; *Text Structure

A study investigated the effect on reading comprehension of using semantic impressions as a previewing activity to provide an overall impression of a story's structure. Subjects, 31 eighth grade remedial reading students from a suburban junior high school, were divided into two groups: a treatment group that received semantic impressions as a prereading activity, and a control group. The semantic impressions--words extracted directly from a story--provided clues to the setting, characters, and major elements of the plot. A maximum of three words was used for each impression. The 19 clues were arranged vertically and marked with arrows to indicate clue order. After fifteen minutes of demonstration and instruction, students were given the impression and asked to link the clues together in the same manner and to generate a hypothesis story of their own. The next day, the students read their stories before being given a copy of the short story to read. After reading it, students from both groups were tested on it. Results indicated that students receiving the semantic impressions as a prereading treatment correctly answered a higher percentage (72%) of the comprehension questions than students who simply read the story (60%). A table of findings, examples of semantic impressions for two stories, and a student hypothesis story are appended. (EL)

ED 266 595 EC 182 010

Trach, John S.; Rusch, Frank R.
Research and Trends in Employment of Adolescents with Handicaps.

PUB DATE- 15 Mar 85
NOTE- 25p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Disabilities; Educational Trends; Education Work Relationship; *Employment; *Models; *Secondary School Curriculum; *Teaching Methods

The paper focuses on current curriculum programming trends that appear to be facilitating the transition of adolescents with handicaps into everyday community settings. Traditional curriculum models, such as the eliminative education model and the developmental education model, have failed to enhance or improve attainment of integration into the community: recent attempts to focus curriculum outcomes on the adult life or community-referenced curriculum models appear more promising. Similarly, traditional instruction strategies, such as step training, appear to only partially prepare students for employment, whereas new curriculum models seem to incorporate strategies such as self-control, which promote maintenance and generalization. The newer curricular focuses and recent advances in teaching strategies may be key factors that ensure integration and transition into community work settings. Six pages of references conclude the report. (Author/CL)

ED 266 642 FL 015 456

Vanderplank, Robert
Evaluating the Language Laboratory in Practice.
PUB DATE- 85
NOTE- 13p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audio Equipment; *Classroom Observation Techniques; Educational Research; Efficiency; *Evaluation Criteria; Facility Utilization Research; Foreign Countries; *Language Laboratories; *Program Effectiveness; Second Language Instruction; *Student Attitudes; *Teacher Effectiveness; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- England

A study of the use of and attitudes about language laboratories focused on teacher perceptions of their speed, accuracy, and motivational capability and on the extent to which these characteristics are exploited in classroom use by teachers and students. Observers in four British schools of English rated details of language laboratory use in a total of 56 sessions. The laboratory sessions were rated for their relationship to the criteria job satisfaction, speed, and accuracy, characteristics assumed to be advantageous in the language laboratory. It was found that only 13 of the 56 sessions fully exploited the facilities and that those sessions had these common features: frequency of use (once a day or more often), teachers skilled in laboratory use, and well-trained and responsible students with machines fully under their control. It is suggested that the language laboratory's use and usefulness are limited only by the imagination, training, and willingness of the teacher. (MSE)

ED 266 267 CE 043 534

Hip Pocket Manual for Supervisors of Young Workers.
National Child Labor Committee, New York, N.Y.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; *Adolescents; Career Education; *Entry Workers; *Supervision; Supervisors; *Supervisory Methods; *Young Adults; Youth

This manual contains information designed to help supervisors make new, young workers productive in a short period of time. Intended as a memory aid and checklist of supervisory responsibilities and factors to consider in different situations, the manual contains tips and checklists on supervision and elements of good supervisory practice. Contents include an overview of the young worker, the supervisor's job and responsibilities, and information on these steps in the supervisory process: preparation, orientation, planning and scheduling activities, training, safety, worker motivation, evaluation of the worker's performance, and constructive discipline. Suggestions for recordkeeping are also provided. (YLB)

ED 266 281 CE 043 558

Proceedings for the Symposium on Research Needs for Extension Education (Columbus, Ohio, May 21-23, 1985).

Ohio State Univ., Columbus. Cooperative Extension Service.; Ohio State Univ., Columbus. Dept. of Agricultural Education.

PUB DATE- May 85
NOTE- 202p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Educational Assessment; Educational Attitudes; *Educational Research; Evaluation Criteria; Evaluation Methods; *Extension Education; Information Needs; Models; Needs Assessment; Postsecondary Education; Program Administration; Program Development; Program Evaluation; Public Opinion; *Research Methodology; *Research Needs
IDENTIFIERS- Evaluation Research

These proceedings consist of the following presentations and discussion papers: "Extension Research Needs in Evalaution" (Michael Patton); "Needed Research in Program Development" (Roger Lawrence); "The Cooperative Extension Service: A National Assessment" (Paul Warner); "National Study of Extension's Research Base: Implications for Extension Education' (H. Peter Marshall and Robert W. Miller); "Louisiana Cooperative Extension Service House Program Impact Study" (Claudette H. Reichel and Joe W. Kotrlik); "Impact of a Statewide Nutrition Education Program among Mainstream and Low-Income Audiences" (Satish Verma, Donna E. Montgomery, and Elsie J. Cyrus); "Minnesota Youth Poll: Aspirations, Future Plans, and Expectations of Young People in Minnesota" (Joyce Walker); "Perceptions of 4-H Alumni from Four Ohio Counties Concerning the Impact of 4-H on their Career Development" (Jan Matulis); "Problems that Hamper Success of County 4-H Programs" (Layle D. Lawrence and Edward K. Tumusiime); "Is a Volunteer Teacher System Effective?" (Dixie Porter Johnson); "Building an Organizational Norm to Balance Professional/Personal Lives among Pennsylvania Extension Staff" (Joan S. Thomson, Robert B. Lewis, Tena L. St. Pierre, and Nancy E. Kiernan); and "A Causal Model of Personal Factors Influencing the Decision to Volunteer and Level of Involvement among Adult 4-H Leaders" (Fred R. Rohs). Critiques of the discussion papers and references for all papers are also included. (MN)

ED 266 294 CE 043 586

Zdorkowski, Richard Todd
Dietetic Support Personnel Achievement Test. Product Development Report.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

PUB DATE- Nov 85
NOTE- 33p.; For the three tests, see CE 043 587-589.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Allied Health Personnel; *Criterion Referenced Tests; *Dietetics; *Food Service; Job Skills; *Occupational Home Economics; Postsecondary Education; Statewide Planning; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Food Production; Oklahoma

A project was conducted to develop and test three criterion-referenced achievement tests for use in Oklahoma's Dietetic Support Personnel training program. The training program is a competency-based course of instruction that is designed to prepare food service and production workers for employment in Oklahoma's health care industry. Initial versions of the multiple-choice tests for food service workers, food service supervisors, and food production workers were developed by testing specialists from Oklahoma's department of vocational and technical education. The content validity of the tests was assessed using a committee-oriented approach that included feedback from the consulting dietitians and instructors involved in the program. The split-halves method was used to determine the tests' reliability. Finally, their validity was tested through a process that involved distributing samples of the three tests to workers and supervisors in the three occupational areas covered in the tests. (This report includes detailed data about the methods used to assess the tests' reliability and validity, tabulations detailing the results of the assessments, and the instrument that supervisors used to rate their test-taking employees on each occupational duty appearing on the achievement tests.) (MN)

ED 266 366 CG 018 846

Papier, Sarah N.

Counseling for the Re-Entry Woman.

PUB DATE- 80
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Counseling; *College Students; Displaced Homemakers; *Females; Higher Education; Mothers; *Nontraditional Students; Older Adults; *Reentry Students; *School Counseling; School Counselors

The number of older, non-traditional students in college settings has been increasing. These students are often women in need of special services. They return to school for a variety of reasons including intellectual challenge, self-improvement, or to train for a career. Colleges should offer a combination of academic, personal, and career counseling services. Re-entry women students are often highly motivated and do well. Adults have problems similar to other age groups including fears of poor skills, writing papers, and taking tests. Mothers becoming students may fear that they are neglecting their children. Mothers return to school sometimes in need of a skill which can be quickly marketed so they can support themselves and their children. Re-entry women students are racially and socially diverse including white, black, Hispanic, Native American, handicapped, poor, elderly, widowed, and divorced women. If special services cannot be provided in colleges to these women, regular counselors should be sensitive to their needs. (ABL)

ED 266 456 CS 209 493

Studytalk Activities. Resources.
Australian Association for the Teaching of English.

PUB DATE- Dec 81
NOTE- 17p.; Section prepared by the Queensland Language Development Project task force.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Secondary Education; Foreign Countries; Language Acquisition; Language Styles; *Language Usage; *Language Variation; *Learning Activities; *Music Activities; *Teaching Methods

The teaching activities presented in this document have been selected from a series of language study units prepared for teachers by the Queensland Language Development Project task force as part of the Studytalk project. They focus on inquiring into some of the varieties of language most accessible to teachers and students. In each of the three units students are asked to collect, record, and discuss samples of people's language--people from different backgrounds using language in different situations. The units deal with (1) historical changes in language, (2) languages of the school community, (3) language and audience, and (4) the language of musical genres. Lists of resources--including videocassettes, monographs, and films--are included. (EL)

ED 266 487 CS 209 590

Frayer, Bill
The Feasibility Report: Teaching Report Writing at a Two-Year Technical Institute.
PUB DATE- Oct 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (20th, Portland, ME, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Feasibility Studies; Higher Education; Student Research; Teaching Methods; *Technical Writing; Two Year Colleges; *Writing Exercises; *Writing Instruction

The practical nature of technical writing is one of several concepts illustrated by the feasibility report assignment used in a technical writing course at Central Maine Vocational Technical Institute. As much as possible, the class is set up to simulate a work environment, including handouts printed as memos on letterhead paper. Students are assigned to find a person or business that is considering some expansion, purchase, or project and then offer to conduct an investigation on the feasibility of the project. Students must clearly evaluate the suitability of their topics, and carefully plan the scope of their assignment. Three times throughout the semester they must also submit specific in-progress sections of the report, which are graded. During the research phase of the project, students can discuss problems that arise with the class. In addition to outside research in the form of letters of inquiry and interviews, students must prepare an annotated bibliography from their library research, develop a working outline for their report, and provide two alternate outlines prior to turning in their final outline. By this time, students can put together a very readable report. Two oral presentations are also required during the course of the project. Among other benefits, this assignment provides students with an opportunity for writing in a real world situation, helps them develop creative strategies for finding needed information, and provides tangible evidence of each student's ability. (HTH)

ED 266 519 CS 505 214

Francis, Eileen
Learning to Discuss.
Scottish Curriculum Development Service, Edinburgh.
REPORT NO.- ISBN-0-947942-80-7
PUB DATE- Jan 86
NOTE- 89p.
AVAILABLE FROM- Scottish Curriculum Development Service, Moray House College, Holyrood Rd., Edinburgh, EH8 8AQ, Scotland (2 pounds).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication (Thought Transfer); *Discussion (Teaching Technique); Elementary Secondary Education; Foreign Countries; *Group Discussion; Questioning Techniques; Speech Communication; Teaching Methods
IDENTIFIERS- Discussion Skills Project (Scotland); Scotland

The Scottish Discussion Skills Project, conceived in 1981, is described in this booklet. Following an introduction that explains the context of the project, the booklet provides a summary of four educational reports that were the basis for the project, and defines the concept of discussion. The remainder of the booklet is divided into two parts. The first explores the teacher's role in discussion and how to understand the group experience, while the second describes how a learner develops discussion skills, a pilot program for learning to discuss, how to understand the silent member of the group, and the activities of teachers who become associates of the Discussion Development Group. Appendixes contain a student questionnaire concerning discussion attitudes, and a list of persons involved with the Discussion Development Group. (DF)

ED 266 612 EC 182 027

Domroese, Carol
Learning Games Libraries: Help for the At-Risk Child--A Growing Movement in Illinois.
PUB DATE- Oct 85
NOTE- 18p.; Paper presented at the Council for Exceptional Children/Division on Early Childhood National Early Childhood Conference on the Child with Special Needs (Denver, CO, October 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Disabilities; Early Childhood Education; Elementary Education; *Games; *Library Services; Program Development; *Public Libraries; *Toys
IDENTIFIERS- Illinois

The paper describes the evolution of the Learning Games Libraries (LGLs), a collaborative approach between special education and public library staff to offer developmental learning materials to young handicapped children and their parents. LGLs began in the United States in 1935 and have spread to at least 23 countries, offering services to both handicapped and nonhandicapped children. Two models--the English and Swedish--are described. Benefits of games and toys for young children are noted. A pilot LGL project in Oak Park, Illinois is described from its inception in 1976 to its current efforts in assisting statewide LGLs. The paper concludes with information on the learning materials catalog listing approximately 300 materials. (CL)

ED 266 627 FL 015 432

Bierschenk, Bernhard; Bierschenk, Inger
The Perspective Structure in the Verbal Flow. No. 4.
Lund Univ. (Sweden).
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Discourse Analysis; *Expressive Language; Foreign Countries; Language Processing; Perspective Taking; Psycholinguistics; Psychological Patterns; *Visual Perception; *Visual Stimuli
IDENTIFIERS- Sweden

A study investigated some of the ways in which phenomena are perceived and translated into speech, especially in the assignment of agents in a given situation. Subjects were 16 adults with infant children. The adults were shown the Visual Cliff series of pictures of an infant crawling to its mother across a glass sheet covering an open space with the appearance of varying depth, and asked to describe the pictures for someone who had not seen them and to state which of five areas of life (practical, aesthetic-moral, social, technical-physical, and care) concerned them most. The experiment was conducted in connection with a meeting giving parents information about guarding children against accidents. It was found that the subjects' stated concerns correlated with different perceptual approaches as illustrated by their observations, descriptions, and relations of environmental features. (MSE)

ED 266 322 CE 043 645

Chalupsky, Albert B.; Peirano-Dalldorf, Marie R.
Vocational Education-Defense Establishment Collaboration:
State-of-the-Practice Report.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 51p.; For a related document, see CE 043 646.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Business Responsibility; Economic Development; Educational Responsibility; Education Work Relationship; *Institutional Cooperation; Military Organizations; *National Defense; Postsecondary Education; Relevance (Education); *Role of Education; *School Business Relationship; School Role; Secondary Education; *Vocational Education
IDENTIFIERS- *Defense Preparedness

This report presents a review of the historical background, progress, and problems associated with the development of collaborative efforts between vocational education and various sectors of the defense establishment. Through extensive document review, supplemented by telephone and on-site discussions with educators and employers, the benefits that accrue to both groups have been documented. The following patterns of collaboration are identified, along with examples from on-going programs: employer representatives as school advisors, job training programs for employers, employer representatives as trainers, loans or gifts of equipment to schools, brokering of educational services, small business linkages, and training material repositories. The report outlines preliminary standards of program success, proposes factors contributing to successful linkages, and presents possible barriers to cooperation. Among the factors that appear to be instrumental in the success of vocational education-defense establishment collaborative efforts are the following: (1) recognition that providing training services to employers is serving students; (2) recognition on the part of state government that vocational education has a role to play in economic development, which can contribute to defense preparedness; (3) emphasis on determining the common needs of business and vocational education; (4) openness of communication; (5) realistic commitments by vocational education to employers; (6) a current marketing plan; (7) staff members actually engaged in promotion and sales; and (8) recognition of the differences between the business environment and education. (KC)

ED 266 336 CG 018 816

Child Support: States' Implementation of the 1984 Child Support Enforcement Amendments. Briefing Report to the Chairman, Subcommittee on Public Assistance and Unemployment Compensation, Committee on Ways and Means, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-86-40BR
PUB DATE- Dec 85
NOTE- 26p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free, $2.00 additional copies, 25% discount on 100 copies or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Compliance (Legal); Financial Support; *One Parent Family; *Parent Responsibility; Parents; *State Action
IDENTIFIERS- *Aid to Families with Dependent Children; *Child Support

This document reports on the states' implementation of the Child Support Enforcement Amendments of 1984. The Child Support Enforcement Program is a federally administered, state run program in which child support agencies locate absent parents, establish paternity, obtain support orders, and enforce support collections with the purpose of reducing Aid to Families with Dependent Children (AFDC) expenses. The 1984 amendments require specific areas of improved effectiveness. This document reports on the states' performances in several areas including: (1) mandatory income withholding; (2) monitoring of withheld support payments; (3) state income tax refund offset; (4) liens on property; (5) no limitations on paternity actions; (6) reporting of cumulative overdue support payments to consumer credit reporting agencies; and (7) notifying each AFDC client of the money collected on his or her behalf. Forty-four states and the District of Columbia are reported to have fulfilled some of the requirements but only four have fully fulfilled the requirements. Graphs and tables describe the individual states' performances in required areas. (ABL)

Panek, Paul E.; Rush, Michael C.
Cautiousness and Visual Selective Attention Performance of Older Adults.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Processes; *Cognitive Tests; *Older Adults; Perception; *Perceptual Development; Risk
IDENTIFIERS- *Cautiousness; Hand Test; *Stroop Color Word Test

Older adults are significantly slower than young adults in the naming response in the Stroop Color Word Interference Test. Hypotheses attempting to explain this age-related difference in a perceptual-cognitive task have included orthogenic principle, response-competition, and cautiousness. This study examines whether there are any significant performance differences on the Stroop test by cautious or "risky" older adults. Participants (N=41) were older adults ranging in age from 55 to 81. All participants were administered the Stroop Test and the Hand Test. In the Stroop Test subjects responded to stimuli by naming a color or color word as fast as possible. Participants were categorized as cautious or risky on the basis of the Hand Test. Analysis did not show slower response time for cautious adults. Data suggested that cautiousness increased with age and was manifested more in terms of fewer errors of commission per unit of time than in speed of response. These findings suggest that risky adults may encode stimulus information repeatedly before retrieving a response and that cautious adults might be slower in encoding information but have a higher probability of retrieving a correct response. (ABL)

ED 266 503 CS 505 159

Bowlen, Clark
A Right Brain/Left Brain Model of Acting.
PUB DATE- 5 Jan 84
NOTE- 41p.; Paper presented at the Annual Meeting of the American Theatre Association (Toronto, Ontario, Canada, August 4-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acting; Behavior Theories; *Cerebral Dominance; *Communication (Thought Transfer); Communication Research; Drama; Educational Theories; *Models; Neurological Organization; Scientific Research

Using current right brain/left brain research, this paper develops a model that explains acting's underlying quality--the actor is both himself and the character. Part 1 presents (1) the background of the right brain/left brain theory, (2) studies showing that propositional communication is a left hemisphere function while affective communication is a right hemisphere function, and (3) a discussion of the model based on primary neuropsychological studies. Part 2 explores whether the model is compatible to acting theory by matching it to three established theorists (Grotowski, Stanislavski, and Brecht), and suggests that because it is compatible with their theories and useful in understanding their differences, it gains credibility. Part 3 assesses the model's usefulness in dealing with actors, particularly in teaching, by looking at the very different approaches of two important teachers of acting (Viola Spolin and Kristen Linklater), and illustrates how the model is useful for understanding both teachers and illuminating their differences. Part 4, the summary, suggests directions to take and questions to explore. Notes and a bibliography are appended. (EL)

ED 266 549 EA 018 239

Levine, Marsha
In Honor of Excellence: Burger King/NASSP Symposium for Outstanding Teachers and Principals (Captiva Island, Florida, December 13-17, 1984).
American Enterprise Inst. for Public Policy Research, Washington, D.C.
SPONS. AGENCY- Burger King Corp., Miami, FL.; National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-173-0
PUB DATE- 85
NOTE- 88p.; Monograph prepared by the Education Policy Studies staff of the American Enterprise Institute for Public Policy Research.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Economics; Educational Environment; *Educational Improvement; Educational Policy; *Educational Trends; Elementary Secondary Education; Equal Education; Leadership; Politics of Education; Principals; School Business Relationship; School Demography; *School Effectiveness; *State School District Relationship; Surveys; Teacher Administrator Relationship; Teacher Effectiveness
IDENTIFIERS- Burger King Corporation; Council of Chief State School Officers; National Association Secondary School Principals

This document is a record of the proceedings of a symposium for outstanding teachers and principals from all 50 states and trust territories, jointly sponsored by the Burger King Corporation, the Council of Chief State School Officers, and the National Association for Secondary School Principals (NASSP) and held in December 1984 at Captiva Island, Florida. The speakers and participants focused on three major topics: (1) the issues of educational reform in the 1980s; (2) the consequences for public education of actual and projected demographic, sociological, and economic changes; and (3) major systemic reforms, with an emphasis on developing and supporting practitioners--teachers and principals--as professional decision makers. Accordingly, after an introductory description of the symposium, chapter 2 summarizes the speakers' and participants' observations on the central issues of educational reform. Chapter 3 reports the results of a survey of the teachers and principals at the conference on job satisfaction and status of the profession, the school environment, and policy initiatives. Implications of these findings are then discussed. Chapter 4, "Looking toward the Future," reviews the success of the conference as a whole and the promise that it holds for future interaction and exchange of views between policymakers and practitioners. Appended are statistical tables delineating the results of the survey and a list of participants, as well as excerpts from presentations by Chester E. Finn, Jr., Harold Hodgkinson, Philip Cusick, Theodore Sizer, Bernard Watson, Don Beveridge, Marsha Levine, Richard Rodriguez, John Casteen, III, Floretta Dukes McKenzie, and Gary Jones. (TE)

ED 266 563 EC 181 726

A Guide to Selected National Genetic Voluntary Organizations.

National Center for Education in Maternal and Child Health, Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Nov 85
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Congenital Impairments; *Genetics; Organizations (Groups); *Social Support Groups

The directory lists approximately 120 mutual support groups concerned with the medical and psychological impacts of genetic disorders and birth defects on individuals and their families. The groups are dedicated to serving the ongoing emotional, practical, and financial needs of these populations. The entries are arranged alphabetically and include information on name of organization, address, phone number, executive director, contact person, chapters/satellites, purpose, and educational materials (publications, audiovisuals, newsletters). Among conditions represented are acoustic neuroma, Alzheimer's disease, arthritis, autism, cerebral palsy, cystic fibrosis, Down's syndrome, epilepsy, Friedreich's ataxia, hemophilia, Huntington's disease, hydrocephalus, leukemia, lupus, multiple sclerosis, Parkinson's disease, Prader-Willi syndrome, scoliosis, spina bifida, and Tourette syndrome. (CL)

ED 266 579 EC 181 743

Klein, Nancy K.
Behavior of Very Low Birthweight Children at School.
PUB DATE- Oct 85
NOTE- 13p.; Paper presented at the Council for Exceptional Children/Division for Early Childhood National Early Childhood Conference on Children with Special Needs (Denver, CO, October 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Behavior Rating Scales; Birth Weight; *High Risk Persons; *Premature Infants; Screening Tests; *Standardized Tests

The study compared performance of very low birthweight (VLBW) children at 5 years of age who were enrolled in regular preschool and kindergarten classes with matched classmate controls on cognitive measures and teacher rated classroom behavior. Outcome measures included the Slosson Intelligence Test, Developmental Test of Visual Motor Integration, and the Woodcock Johnson Psychoeducational Battery Preschool Scale. The 51-item Classroom Behavior Questionnaire was also used, with subscales of speech and language, classroom task behavior, personal social behavior, and school performance. Results indicated no significant differences between groups on the Slosson; however, there were significant differences on the Developmental Test of Visual Motor Integration and the spatial relations and quantitative concepts subscales of the Woodcock Johnson. Cluster analysis on the Classroom Behavior Questionnaire specified behavior problems areas and teachers showed a significant difference in rating VLBW Ss and controls on task orientation, school performance, verbal expression, and passivity. Findings suggest the utility of the combination of teacher ratings and standardized measures to identify preterm children most at risk for learning problems. (CL)

ED 266 241 CE 042 557

Lagravier, Sharon H.; Beatty, Paulette T.
Practice What You Preach: Using Critical Incidents to Involve Participants.
PUB DATE- 8 Nov 85
NOTE- 16p.; Paper presented at the Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Students; *Class Activities; *Classroom Techniques; *Critical Incidents Method; Learning Activities; Postsecondary Education; *Student Participation; Teaching Methods

The critical incidents method is an instructional method that is particularly suited for use with adult learners. The method involves the following sequence of activities: brief introduction to the subject under consideration, short explanation of the critical incident technique, presentation of the critical incident and directions, group work and reporting, synthesis, distribution of materials and closure, and evaluation. The strength of the method is that, drawing upon recognized principles of adult education, it actively involves participants by capitalizing upon their experience, thereby making possible the application of new insights and behaviors to a relevant practice setting and ensuring relevancy to the learners' situations. (This report includes criteria for using the critical incidents method effectively, guidelines for facilitators before, during, and after the event, a sample group activity that incorporates the method, and a sample set of evaluation questions. (MN)

ED 266 352 CG 018 832

Dye, Carol J.
What Business Do Psychologists Have in Long-Term Care Settings?

PUB DATE- Aug 85
NOTE- 5p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Clinical Psychology; *Consultants; *Environmental Influences; Nursing Homes; Older Adults; Problem Solving; Psychological Needs; *Psychological Services; Psychologists; *Quality of Life; *Staff Development
IDENTIFIERS- *Long Term Care Facilities

In order to identify important clinical questions in long-term care settings for older adults, it may be helpful to examine the psychological consultant's role in these settings. A consultant is often faced with some staff members who think he has all the answers and by others who think he has none. The consultant may also encounter a strong attributional bias about the etiology of problems in long-term care settings. The staff may feel that the patient is the problem and that the patient's intrapsychic processes are the basis for difficulty. The consultant who notices this attributional bias must help the staff to consider other factors such as the impact of the past and present environment on behavior. In addition, many clinical questions presented to consultants deal with socially significant behaviors of residents rather than with clinically significant behaviors. While improvements in socially significant behaviors may benefit residents as well as make things easier for the staff, there must be some emphasis on addressing the clinical behaviors and the psychological needs of the older adult residents. Staff members need to learn about the effects of psychological problems on the functioning of residents and staff, and about the importance of improving the residents' quality of life. The psychological consultant must be skilled in organizational psychology, in providing continuing and in-service education, and in basic clinical abilities. (NRB)

ED 266 382 CG 018 862

Juvenile Justice and Delinquency Prevention Act Amendments Report to Accompany S. 1174. United States Senate, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-R-99-203
PUB DATE- 26 Nov 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; *Clearinghouses; *Delinquency; Federal Legislation; *Runaways; *Victims of Crime
IDENTIFIERS- Congress 99th; *Missing Persons; *Parent Kidnapping

This document gives the changes in existing law made by a bill,

S.1174, to amend the Juvenile Justice and Delinquency Prevention Act of 1974, as well as the accompanying Senate report on the bill. The purpose of the bill is to make grants to the states representing up to one-half of the cost of establishing or expanding and operating a missing children's information clearinghouse and to require clearinghouses to work in cooperation with the National Center on Missing and Exploited Children. The history of the bill and the need for it are reviewed. Sections on a general statement of budget authorization, committee vote, committee amendments and evaluation, effective date, section-by-section analysis of the bill, cost of legislation, and regulatory impact are included. (ABL)

ED 266 426 CS 008 324

Cohen, Suzette F.

Comprehension Monitoring Strategies for Whole Text.

PUB DATE- Oct 85
NOTE- 12p.; Paper presented at the Annual Meeting of the College Reading Association (29th, Pittsburgh, PA, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Metacognition; *Peer Teaching; Questioning Techniques; *Reading Comprehension; *Reading Improvement; Reading Strategies; Secondary Education; *Teaching Methods
IDENTIFIERS- Reciprocal Teaching

Unskilled readers can become skilled readers and learners of whole text, if they are given instruction in effective strategies and taught to monitor and check their comprehension while reading. Two strategies for comprehension monitoring are self-questioning and reciprocal teaching. Questions students can ask before reading concern the concepts introduced and how the material was organized. Questions students can ask while moving from one subsection of text to the next concern understanding the main ideas in the previous section, and how they relate to those in the next. Questions students can ask after reading concern summarizing, listing main points, and ascertaining the material's significance. With reciprocal teaching, a student chosen randomly, following behavior modeled by the teacher, paraphrases or summarizes the content of the reading assignment and discusses difficulties in comprehension. The student then provides main idea sentences, and may predict test questions from the highlighted information. Inferences may be discussed relating the information to the students' lives and society, and personal experiences with the topic may be shared. (Information for student coding of major and supporting ideas in the text is included.) (HTH)

ED 266 441 CS 008 343

Davison, Alice
Readability--The Situation Today. Technical Report No. 359.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 48p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Difficulty Level; Language Processing; Measurement Techniques; *Readability; *Readability Formulas; Reading Comprehension; Reading Improvement; *Reading Research

A survey of the current research on readability formulas is presented in this paper, which distinguishes this research from research on the more general questions that surround formulas: What features of a text, particularly the language it is written in, make the text easy or difficult to read? and, What will predict that readers with particular levels of skills can read a particular text? It then discusses the features of readability formulas that have made them useful and appealing. The next section reviews research that illustrates the inappropriateness or lack of usefulness of readability formulas in cases involving (1) coping with jury instructions and government relations and forms, (2) matching children's books with readers of the right age and level of ability, and (3) choosing school materials of appropriate levels in languages very unlike English. The last sections explore research on readability formulas, addressing the issue of what constitutes complexity of language, and raise the question of which measures of language processing are most sensitive to features of language, and why. Four pages of references are included. (EL)

ED 266 535 EA 018 173

Slezak, James
Odyssey to Excellence: How to Build Effective Schools through Leadership and Management Skills.
REPORT NO.- ISBN-0-9613933-0-0
PUB DATE- 84
NOTE- 394p.
AVAILABLE FROM- Publication Sales, Merritt Publishing Company, P.O. Box 8736, Rolling Meadows, IL 60008 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Evaluation; *Administrator Responsibility; Advisory Committees; Board Administrator Relationship; Community Schools; Decision Making; Delphi Technique; *Educational Administration; Educational Environment; Educational Finance; Educational Planning; Elementary Secondary Education; Institutional Advancement; *Leadership; Leadership Styles; Management Teams; Personnel Evaluation; Program Evaluation; *School Administration; School Effectiveness; *School Supervision; Staff Development; Stress Management; Teacher Evaluation; Time Management

This resource book, for practicing school administrators and professors of school administration, provides 151 adaptable, flexible processes which have been used effectively in school districts to improve academic achievement and learning climate. The book is organized into three parts. Part 1, "Excellence in Leadership," consists of chapters on leadership styles, time management, and management of stress. Part 2, "Excellence in Administration," begins with six chapters on planning, organization, personnel evaluation, program evaluation, staff development and learning climate. Following these are seven chapters on all levels of decision making: decision techniques, the Delphi technique, the conduct of meetings, board-superintendent relations, superintendent-principal decisions, and decision making at the elementary-middle school and high school-junior high levels respectively. Part 3, "Excellence in Programs," has five chapters on marketing, advisory councils, community schools, finance, and instruction. (TE)

ED 266 596 EC 182 011

Beck, Frances W.
Assessing Attitudes toward Exceptional Children.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Course Content; *Disabilities; *Knowledge Level; *Teacher Attitudes; *Teacher Education

The study was conducted to determine if (1) teachers and students in education curricula with completion of a course in characteristics of handicapping conditions held more positive attitudes toward handicapped persons than those who had not completed the course and (2) if graduate students or in-service teachers held more positive attitudes toward handicapped persons than undergraduate or pre-service teachers. Processing data on the Attitudes Toward Disabled Persons Scale from 120 students using analysis of variance/(ANOVA) procedures, it was found that both graduates and undergraduates who had completed an introductory course in characterstics of exceptional children had significantly higher ($p<.05$) positive attitudes toward handicapped children. (Author/CL)

ED 266 643 FL 015 457

van Weeren, Jan

Language Testing: Making a Decision on the Basis of Observed Behaviour and "Tapped" Knowledge.

PUB DATE- 85

NOTE- 13p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Evaluation Criteria; Foreign Countries; Immigrants; *Language Proficiency; *Language Tests; *Second Language Learning; Teacher Qualifications; *Test Use

It seems possible to evaluate language proficiency as behavioral ability by: (1) observing authentic language behavior, (2) examining the tacit knowledge that underlies language behavior or testing specific tasks based on capabilities that are linked to implicit knowledge of a language, and (3) testing the acquired explicit knowledge, such as use of grammatical rules. A test was administered to foreign nationals in the Netherlands who were applying to teach their native languages and cultures to preschoolers. The test, intended to measure the first two factors, consisted of an oral proficiency test of authentic language behavior, a standard multiple-choice test, a multiple-choice test of orthography and morphology, and a cloze test. Analysis of the data found similar results for measurement of language proficiency by evaluating language behavior and by testing implicit knowledge. Problems with the orthography subtest emphasized the need to consider language background when evaluating proficiency. (MSE)

ED 266 255 CE 043 498

Foster, Phillip R.; And Others
Assessment of Industrial Arts Field Experiences. Final Report.
North Texas State Univ., Denton. Div. of Industrial Technology.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 124p.; For the guidebook developed by this project, see CE 043 499.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; Educational Assessment; Educational Needs; Evaluation Criteria; Evaluation Methods; *Field Experience Programs; Higher Education; *Industrial Arts; Material Development; Models; Needs Assessment; *Preservice Teacher Education; Program Content; Program Evaluation; Questionnaires; State Surveys; *Statewide Planning; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Texas

A project was conducted to assess and improve existing field experiences to prepare future industrial arts teachers in Texas. The following activities were accomplished during the project: determination of current field experiences available to industrial arts preparation students in Texas schools; identification of model industrial arts teacher preparation and materials in other states; identification, through a modified Delphi technique, of field experience elements as recommended by teacher educators and industrial arts classroom teachers; and development of a guidebook for use in implementing model field experiences in industrial arts teacher preparation programs. Information from the research conducted during the project was incorporated into a set of recommendations for improving the following aspects of industrial arts teacher education in the State: academic requirements, student teaching assignments, supervising teachers, university curricula, university supervisors, classroom supervising teachers, student teachers, and the public school environment. (Appendixes, which make up the greater part of this report, include a master list of teacher evaluation indicators, three drafts of the instrument used to assess model industrial technology field experience programs, lists of the 15 Texas schools with industrial technology teacher preparation programs and model programs identified through the nation, various project related correspondence, the three rounds of Delphi questionnaires, and quarterly project reports.) (MN)

ED 266 268 CE 043 536

Waite, Linda J.; Berryman, Sue E.
Women in Nontraditional Occupations. Choice and Turnover.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-8330-0638-X; Rand/R-3106-FF
PUB DATE- Mar 85

NOTE- 98p.
AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Education; Employee Attitudes; *Females; Labor Force; Labor Turnover; Life Style; *Military Service; *Nontraditional Occupations; *Persistence; Secondary Education; *Work Attitudes; Young Adults; Youth

A project was designed to identify factors that predispose young women to choose and remain in sex-atypical jobs in the military and in civilian firms. Data were from the National Longitudinal Survey of Youth Labor Market Behavior, a longitudinal study with annual interviews from 1979 through 1983 of youth between the ages of 14 and 21 in the first year. Two central hypotheses were that a woman who expects to allocate more time to the home is more likely to expect intermittent labor force participation and therefore selects a typically female occupation and that marital and child-bearing expectations will affect gender typicality of a woman's, but not of a man's, occupational choice. These hypotheses were confirmed. Higher ability women were more likely to plan labor force participation. Coming from a female-headed household increased daughters' labor force commitment and the chances they would choose traditionally male occupations. Little support was found for the hypotheses that being in a job traditional for one's sex affects turnover. Results showed general support for the hypotheses that the greater the mismatch between job characteristics and the individual's characteristics, the higher the probability of turnover and that the less attractive the job, the higher the probability of turnover. A nine-page bibliography concludes the document. (YLB)

ED 266 309 CE 043 623

Cooke, Betty D.
Vocational Staff Development as Viewed by State Program Specialists.
Minnesota State Board of Vocational-Technical Education, St. Paul.
PUB DATE- Apr 85
NOTE- 36p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Delivery Systems; Needs Assessment; Planning; Postsecondary Education; Secondary Education; *Specialists; *Staff Development; *Vocational Education
IDENTIFIERS- Minnesota

The 25 state program specialists in the state vocational education agencies were individually interviewed to assess their views on staff development. Themes that emerged from the composite interview information in the three areas of postsecondary education (part- and full-time programs), secondary education, and student support were very similar and yet there were differences in emphasis. Primary ideas about staff development that the specialists voiced as a group concerned flexible and diverse structures and delivery approaches, support for personal/professional development, the importance of planning and needs assessment, networking with other groups, high quality human resources and increased and equitable monetary resources, and guidance in curriculum development and revision and related information on specific content and teaching methods. Three themes or issues related to comprehensive staff development covering all of vocational education also emerged: the importance of establishing goals for the direction of vocational education and for the staff development needed to reach these goals, the need for better communication and a greater group effort among all specialists related to staff development and staff development needs, and the need to look at licensure and relicensure as they relate to staff development. (YLB)

ED 266 367 CG 018 847

Shaughnessy, Michael F.; Evans, Robert
Word/World Knowledge: The Prediction of College GPA.
PUB DATE- Oct 85
NOTE- 10p.; Paper presented at the Rocky Mountain Educational Research Association Meeting (Las Cruces, NM, October 23-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *College Students; *Grade Point Average; Higher Education; High Schools; *Prediction; Reading Comprehension; Reading Rate; Student Teachers; *Vocabulary Skills
IDENTIFIERS- *World Knowledge

While the prediction of college grade point average (GPA) has been extensively investigated, research results seem inconclusive. Recent developments in the realm of intelligence have emphasized word knowledge and world knowledge. These two components were investigated relative to college GPA in a group of elementary and secondary student teachers (N=137) and in a group of college freshmen (N=36). Subjects were administered the Nelson-Denny Reading Test to measure reading rate and reading comprehension, the Peabody Individual Achievement Test (PIAT) to measure general world knowledge, and the Peabody Picture Vocabulary Test Revised (PPVT-R) to measure word knowledge. Further information was gathered to provide values for the subjects' high school and college GPA's. Data analysis from both groups provided similar findings: high school GPA and the score from the PPVT-R were the best predictors of college GPA with high school GPA being the best single predictor. These findings suggest that past behavior is a good predictor of future behavior. Since the addition of scores from the PPVT-R provided an even better prediction model, word knowledge may be a significant factor in predicting college GPA. The fact that both the PPVT-R and the PIAT, tests designed for high school students, proved difficult for some subjects may raise other issues of concern to educators and researchers alike. (NRB)

ED 266 411 CS 008 292

Ramsey, Wallace
Infusing Clinical Reading Instruction with Whole Language.
PUB DATE- 28 Sep 85

NOTE- 10p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (2nd, Kansas City, MO, September 27-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Inservice Teacher Education; *Language Experience Approach; Learning Disabilities; Preservice Teacher Education; *Reading Centers; Reading Comprehension; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills; *Remedial Instruction; *Remedial Reading
IDENTIFIERS- *Whole Language Approach

A whole language approach is emphasized in the reading clinic at the University of Missouri (St. Louis) because disabled readers need to practice their skills simultaneously in speaking, listening, and reading. At the clinic, teachers are encouraged to learn and use several approaches to teaching reading. However, the language experience approach is emphasized because it is the least known by graduate students. Teachers encourage children to share real experiences, as well as vicarious ones, and then stimulate thorough oral discussion of any shared experience before attempting to recreate a real story. The child's story is recorded in standard English, without attaching labels of correctness or incorrectness. Follow-up activities are designed to improve more specific skills. A balanced approach to word recognition is taken, with the use of context, sight words, phonics, and morpheme analysis emphasized in proportion to their usefulness in reading and to the child's particular learning style. Teachers report a positive jump in the level of interest in reading and a marked increase in willingness to participate, with measurable and significant growth recorded for most children. (EL)

ED 266 472 CS 209 563

Vardell, Sylvia M.
"I'm No Lady Astronaut": Nonsexist Language for Tomorrow.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Females; *Language Attitudes; Language Patterns; *Language Usage; Language Variation; Males; *Sex Bias; Sex Fairness; *Sex Stereotypes; *Social Attitudes

As a powerful tool for education, language informs, influences, discloses, and communicates. Research on the use of language has found that it also discriminates. Among the different manifestations of sexism in language are (1) the use of "he" as a generic pronoun; (2) the "generic" use of "man" as an exclusively male referent; (3) the use of "you and your wife" as an assumed exclusive readership or listenership; (4) the use of "woman" or "lady" preceding a professional description; (5) terms describing jobs or roles for either women or men that have no equivalent in the other gender; (6) descriptions of women on the basis of their physical appearance rather than their individual accomplishments; (7) word stereotypes such as "pert, blonde cheerleader," and so forth; (8) the use of animal names or attributes to label or describe both women and men; (9) the feminine personification of inanimate objects and elements; (10) the nonparallel use of labels for males and females; (11) nonparallelism in the use of titles for women and men; (12) the preferential order given to male/female paired terms in which the male term is generally listed first; (13) terms that were originally nonsexist and historically accurate that have evolved into accepted usage by both women and men, such as "mastery"; (14) sexist suffixes; and (15) terms such as "women's libber" that represent a belief, but have taken on a negative connotation. (Examples and alternatives of language use are given for each category, and a brief quiz--with answers--is attached.) (HOD)

ED 266 520 CS 505 215

Copeland, Gary A.; Kelly, Lynne
A Study of Sex Roles and Reticence.

PUB DATE- Apr 83
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (74th, Ocean City, MD, April 27-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; *Communication Research; Comparative Analysis; Females; Males; Psychological Characteristics; Sex Differences; *Sex Role; Speech Communication
IDENTIFIERS- *Reticence

Defining communication reticence as anxiousness due to a lack of basic communication skills, a study was conducted to determine (1) whether significant differences exist in the distribution of sex roles between reticent and nonreticent populations, (2) whether reticents and nonreticents differ in masculinity and femininity, and (3) which qualities may serve as identifiers of reticence. Subjects--76 male and female students in a basic communication course, and 60 male and female students in a communication course for reticents--completed the Bem Sex-Role Inventory (BSRI), questions about their interpersonal networks, and demographic items. Results indicated a relationship between masculinity and nonreticence and, unlike communication apprehension (CA) where no relationship between femininity and CA was detected, femininity and reticence appeared to be related. The results of the discriminant analysis suggested that 94.6% of the reticents could be correctly classified using 25 items from the BSRI. This suggests the possibility of creating a screening instrument to aid in the detection of reticence. (Author/HTH)

ED 266 613 EC 182 031

Gil, Linda

The Integration of Handicapped and Non-Handicapped Infants and Toddlers: A Guide for Program Development.

Northwest Center for Retarded, Seattle, WA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 84
NOTE- 223p.; Developed by the Infant and Toddler Development Program.
GRANT- G008000187
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; *Disabilities; Early Childhood Education; Infants; *Mainstreaming; *Preschool Children; *Program Development; Services; Therapy; Transitional Programs; Young Children

The guide is intended to aid the integration of normally developing children and children with handicaps into one early childhood program. An introductory chapter describes the Northwest Center Infant and Toddler Development Program in Washington and chronicles initial philosophical, educational, and programatic considerations. Each subsequent chapter addresses major service components of the program: services to children in the integrated or mainstreamed program; methods for integrating; therapies in an integrated early childhood program; nursing services; home-based programming and nutrition services; family involvement; staff training; and transition procedures. Each component is examined in terms of rationale, service provision, suggested strategies for implementation, evaluation, budget considerations, and a reference list. (CL)

ED 266 628 FL 015 442

Kohonen, Viljo, Ed.; And Others
Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (8th, Tampere, Finland, November 17-18, 1984). AFinla Series No. 40.
Finnish Association for Applied Linguistics, Helsinki.
REPORT NO.- ISBN-951-9388-27-3
PUB DATE- 85
NOTE- 216p.; For individual papers, see FL 015 443-459.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Communicative Competence (Languages); Cultural Awareness; *English (Second Language); Error Patterns; *Evaluation Criteria; Foreign Countries; Holistic Approach; Intercultural Communication; Language Laboratories; *Language Proficiency; *Language Tests; Microcomputers; Reading Comprehension; Secondary Education; Second Language Learning; Teacher Education; Test Validity; Vocabulary
IDENTIFIERS- Czechoslovakia; West Germany

A collection of papers on language testing addresses these topics: language tests seen from a communicative viewpoint; microcomputers and testing; productive second language skills; developing teachers' assessment skills; content validity of holistic tests; statistical regression in group conversation tests; reading comprehension; unique articulatory and auditory dimensions for English as a second language data; foreign language needs in Czechoslovakia; language test dimensionality; adolescent native language proficiency assessment; assessment at the end of secondary school; estimating the quantity of students' second language vocabulary; the language laboratory; informal assessment; cultural knowledge as part of language skills in cross-cultural communication; and classroom English for German schools. (MSE)

ED 266 457 CS 209 495

Stewart-Dore, Nea
Literacy through Reading: The ERICA Model. Resources.
Australian Association for the Teaching of English.
PUB DATE- Mar 83
NOTE- 15p.; Paper originally prepared to accompany the Practical Workshop on the ERICA Model (Brisbane, Australia).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Content Area Reading; *Critical Reading; Foreign Countries; Literature Appreciation; Reader Response; *Reading Comprehension; *Reading Instruction; *Reading Skills; Secondary Education; *Teaching Models

A detailed teaching model designed to develop effective reading skills in content areas (ERICA) is presented in this document. The paper begins with a discussion of the four stages of the ERICA model: (1) preparing for reading, (2) thinking through information, (3) extracting and organizing information, and (4) translating information. The paper then shows how the ERICA strategies may be applied to actual reading materials, using the novels "I am David" by Ann Holm and "Run for Your Life" by David Line as examples. (EL)

ED 266 564 EC 181 728

An Analysis of Minnesota Property Values of Community Intermediate Care Facilities for Mentally Retarded (ICF-MRs). Issues Related to Welsch v. Noot. Policy Analysis Series No. 11.

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.

PUB DATE- 1 Jul 82
NOTE- 10p.
AVAILABLE FROM- Developmental Disabilities Planning, Department of Energy, Planning and Development, 201 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Assessed Valuation; Community Zoning; *Group Homes; *Mental Retardation; *Neighborhoods; *Property Taxes

The paper analyzes one issue, property values, as an impact of Welsch v. Noot which affected zoning practices regarding group homes for mentally retarded persons. Assessed value was used to measure property vaues of 14 group home neighborhoods for the year preceding and following establishment of the home. Data were obtained from local tax records. Percent increase in value during the 2 years was calculated for each house and an average increase in assessed value was derived for each block. Although differences were found between assessed value increase for group home blocks, none of the differences was statistically significant. Overall findings confirmed earlier studies showing that changes in property values are not related to the presence of a group home in the block. Neither the number nor the timing of property transactions in the neighborhood had anything to do with the establishment of a group home. (CL)

ED 266 242 CE 043 070

James, Jim
Instructor-Generated Load: The Adult Learner's View.
PUB DATE- Oct 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Students; Classroom Environment; Postsecondary Education; Stress Variables; *Student Attitudes; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Teacher Student Relationship
IDENTIFIERS- *Academic Load; McClusky (Howard Y)

A study examined the ways in which adult educators increase learner load. The primary objective of the study, which was conceived within the context of Howard McClusky's concept of margin, i.e., the ratio between the burdens on adult bears and the strengths he/she has to bear them, was to identify the specific instructor characteristics that decrease adult learner margin to the point where a learning endeavor becomes less than optimum for the learner. Fifty-four adult learners were asked to provide their views concerning the loads that their instructors placed on them. Then, a panel of four experts familiar with the concept of instructor-generated load sorted all of the responses according to the following five categories: attitude, attitude/behavior, behavior, behavior/task, and environment. Coupled with the attitude and task categories, behavior characteristics accounted for 78 percent of the perceived instructor-generated load. The environmental and task categories played only a small part in the load perceived (2.54 and 8.92 percent, respectively). Perhaps the most striking finding was that every adult learner asked could relate at least one example of instructor-generated load from his or her own learning experiences. (Appendixes to this paper include a list of definitions of categories used in the study and an illustration of the inclination to infer negatives from positives.) (MN)

Stewart, David W.
Eduard Lindeman's Agenda for Adult Educators.
PUB DATE- 8 Nov 85
NOTE- 9p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; Curriculum; Educational History; *Educational Needs; *Educational Objectives; *Educational Philosophy; Educational Policy; Needs Assessment; Postsecondary Education; Public Policy; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Lindeman (Eduard)

Eduard Lindeman's only book about adult education was published in 1926; nevertheless, it contains many insights that are still relevant today. Lindeman, who was consciously a social philosopher, had four main ideas about adult education. First, education is life--not mere preparation for an unknown kind of future living. Second, adult education revolves around nonvocational ideals. Third, the approach to adult education should be via the route of situations, not subjects. Finally, the resource of highest value in adult education is the learner's experience. Lindeman had explicit messages concerning the adult education curriculum. He would have adult educators remove all value distinctions between credit and noncredit work and would tap life situations as the starting point for adult learning. Lindeman was one of the first Americans to articulate the concept of teaching as the facilitation of learning. In the area of public policy toward adult education, it is likely that Lindeman would urge adult educators and their clients alike to

prod public and private agencies to do more adult education, encourage policies to facilitate voluntary adult learning, and not encourage formal, credit-based system of adult education at the expense of informal or noncredit learning. (MN)

ED 266 295 CE 043 587

Food Service Worker. Dietetic Support Personnel Achievement Test.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE- Nov 85
NOTE- 64p.; For related documents, see CE 043 586-589.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Allied Health Personnel; Counseling Techniques; Criterion Referenced Tests; *Dietetics; Equipment Maintenance; Equipment Utilization; *Food Handling Facilities; *Food Service; Housekeepers; Human Relations; Hygiene; Information Dissemination; Job Skills; Nutrition; *Occupational Home Economics; Personnel Management; Pests; Postsecondary Education; Safety; Scores; Statewide Planning; Supervisory Methods; *Test Construction; Test Items; Test Results
IDENTIFIERS- *Food Production; Oklahoma

This guide contains a series of multiple-choice items and guidelines to assist instructors in composing criterion-referenced tests for use in the food service worker component of Oklahoma's Dietetic Support Personnel training program. Test items addressing each of the following occupational duty areas are provided: human relations; personal hygiene and safety; basic nutrition; food reception, handling, and storage; food service equipment; food production and service; equipment care and washing; and housekeeping and pest control. Guidelines for constructing and updating tests and for reporting test results are also provided. (MN)

ED 266 337 CG 018 817

Drinking Age 21: Facts, Myths and Fictions.
National Highway Traffic Safety Administration (DOT), Washington, D. C.
REPORT NO.- DOT-HS-806-704
PUB DATE- Jan 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Age Differences; *Alcoholic Beverages; *Drinking; Government Role; Legislation; *Traffic Accidents; Traffic Control; Traffic Safety; *Young Adults
IDENTIFIERS- *Drinking Drivers; *Driving Regulations

This document presents justification for a legal drinking age of 21 in all states. The introduction reviews the history of the raising and lowering of the drinking age and the rise in highway accidents and deaths resulting from lowered drinking ages. The federal response of mandating a 21-year-old drinking age for states with the threat of loss of some highway funds for non-compliance is reviewed. Among the facts supporting a 21-year-old drinking age are: (1) when the drinking age was lowered to 18, accidents and deaths involving young drivers climbed immediately; (2) alcohol-related automobile accidents are the leading cause of death for 16- to 24-year-olds; (3) states which raised the drinking age to 21 significantly reduced nighttime fatal crashes of the young; and (4) the fatal alcohol-related crash rate for 18- to 20-year-old drivers is three times the rate for older drivers. Eighteen arguments against the 21-year-old drinking age are presented with rebuttals. A reference list is included. (ABL)

ED 266 383 CG 018 863

Family Life and Human Development. Senior High School Semester Elective.

Montgomery County Public Schools, Rockville, Md.

PUB DATE- 85
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Contraception; *Curriculum Guides; Early Parenthood; *Family Life Education; *Health Education; High Schools; *High School Students; Pregnancy; Self Concept; *Sex Education; Sexuality; Teaching Guides

This document is a curriculum guide for a family life and human development course to be used as a senior high school elective. The purpose of the course is to help students gain a greater understanding of human sexuality and to obtain information needed for intelligent, responsible decision making. Thirteen units included in the course are described: Group Building Activities, Family Life and Human Development, Self-Concept, Interpersonal Relationships, Human Sexuality, Pregnancy and Childbirth, Adolescent Pregnancy, Contraception, Economics of Family Life, Aging, Child Abuse, Sexual Assault, and Sexually Transmitted Diseases. Objectives for each unit are listed. The unit descriptions include instructional objectives, performance objectives, suggested activities, sample assessment measures, and resource lists which include printed or audiovisual materials and names of relevant agencies. (ABL)

ED 266 398 CG 018 878

Fox, Dennis R.

Personal Autonomy, Psychological Sense of Community, and Political Ideology.

PUB DATE- Aug 85

NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Capitalism; Communism; Conservatism; Individual Differences; *Individualism; Liberalism; *Personal Autonomy; *Political Attitudes; *Self Evaluation (Individuals); *Social Values; Values

IDENTIFIERS- *Collectivism

Political debates often mask underlying differences in people's assumptions about natural behaviors and appropriate values. Ten individuals who had written letters to newspapers from nonmainstream perspectives (from right-wing libertarian to left-wing revolutionary communist) participated in three or four intensive, open-ended, semistructured interviews directed by a flexible interview guide. A qualitative thematic content analysis of the interviews revealed five general themes: (1) difficulty of political self-definition; (2) importance of looking at issues in context; (3) rejection of mainstream assumptions; (4) belief that the United States is a sick society; and (5) desire to influence others. Three additional themes differentiated between four Individualists, who had in common a belief in overlapping aspects of right-libertarian, procapitalist political ideology, and five Collectivists, who presented differing political perspectives on the anticapitalist left. The tenth participant did not fit in either category. Individualists emphasized the value of personal autonomy, felt immune from the sick society, and were enthusiastic about technological solutions; Collectivists emphasized both personal autonomy and a psychological sense of community, felt susceptible to the sick society, and were cautious or negative about technology. Although Individualists were generally more optimistic and enthusiastic that Collectivists, participants routinely displayed idiosyncratic patterns that require any categorization and generalization to be done cautiously. (Author/NRB)

ED 266 442 CS 008 344

Mason, Jana; And Others

Testing Kindergarten Children's Knowledge about Reading. Technical Report No. 368.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Jan 86

NOTE- 35p.

CONTRACT- 400-81-0030

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Beginning Reading; Comparative Analysis; *Early Reading; Kindergarten Children; *Knowledge Level; Metacognition; Primary Education; *Prior Learning; *Reading Research; Reading Strategies; *Reading Tests; Story Telling; *Test Reliability

IDENTIFIERS- *Early Reading Test

Two contrasting kindergarten reading programs (book-focused and letter-focused) were chosen for a study that evaluated the ability of the Early Reading Test to probe children's knowledge of stories as well as letters, sounds, and words. The test also evaluated the kinds of strategies children use to attempt reading tasks and, through interview questions, determined children's awareness about reading and how they are learning to read. Although results indicated small between-school differences, the large within-school differences suggested that the test may be a useful diagnostic instrument for teachers. (Included are (1) a description of the following reading tasks: upper-case letter naming and printing, spelling, reading sign and label words, reading pseudowords, and common book words, reading pictured labels, reading simple stories, and telling and retelling stories; (2) a discussion of interview questions used to assess children's awareness of how to read; and (3) case studies of the out-of-school literacy experiences of two children from each of the contrasting instructional settings.) (HOD)

ED 266 488 CS 209 591

Linden, Myra Jean
Touchstones and Tradeoffs: Some Guidelines for Textbook Selection.
PUB DATE- Oct 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwest Writing Centers Association Conference (St. Louis, MO, October 18-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; College Freshmen; Higher Education; Instructional Materials; *Textbook Content; Textbook Evaluation; *Textbook Selection; Textbook Standards; Writing (Composition); *Writing Instruction
IDENTIFIERS- Freshman Composition

Although there are many college freshman writing textbooks on the market, the selection of a textbook can be made simpler by following a number of guidelines. Teachers should examine textbooks they consider using to make certain the books contain the following elements: (1) appropriate readability for users; (2) textual features, such as self-help answers, for students; (3) comprehensive help on major sentence problems; (4) comprehensive help with punctuation problems; (5) a cliche section that offers a definition and a long list of cliches; (6) explanation of formal and informal outlining techniques; and (7) a systematic search procedure for library papers as well as a thorough discussion of plagiarism. Although no single textbook can fulfill every need, it is possible for teachers to supplement their texts with their own materials or with photocopied sections from other published materials. (DF)

ED 266 504 CS 505 162

Cirlin, Alan
An Interactional Approach to Predicting Communication Behavior.
PUB DATE- Nov 85
NOTE- 45p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; *Communication Apprehension; *Communication Research; Communication Skills; Higher Education; *Predictive Measurement; *Research Methodology; *Test Construction; Test Validity
IDENTIFIERS- *Communication Behavior

Evidence suggests that individual difference measures of personality are limited in their ability to predict cross-situational behavior. This limitation has applied to measures of communication-bound anxiety that have generally been developed as unidimensional instruments. A study explored whether a measurement approach based on individual and situational differences would yield significantly better cross-situational predictions of communication apprehension than would current measurement approaches. In the first phase of the study, an individual difference measure and a situational difference measure were developed and tested with 71 college students. In the second phase, the two instruments were compared with current instruments to determine how well each could predict the same cross-situational behaviors. All instruments were administered to the same group of students. Results showed that the new instruments predited as well as or better than any of the current instruments across a number of situations, with cross-situational predictions of behavior improving from an average of 5.9% for the current measures to 50.4%

of the new ones. (Copies of the instruments developed for the study and related materials are appended.) (FL)

ED 266 580 EC 181 744

Engelhard, Judy; And Others
Secondary Learning Disability Programs: What Should We Be Doing?
PUB DATE- Oct 85
NOTE- 32p.; Paper presented at the Annual International Conference on Learning Disablities (7th, New Orleans, LA, October 3-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Needs; Intervention; *Learning Disabilities; Program Development; *Secondary Education

The report notes the existence of secondary programing for learning disabled students of widely divergent goals, emphases, organization, and intervention strategies. They propose seven major programing goals which constitute a holistic approach. Each goal is considered in terms of obstacles to its implementation and suggestions for intervention: (1) awareness, development and acceptance of personal strengths and limitations; (2) development of personal control and goal setting skills; (3) development of efficient problem solving and self monitoring strategies; (4) development and/or refinement of basic skills and individually relevant content area competencies; (5) development and/or refinement of social skills; (6) knowledge of personal rights and resources; and (7) exploration of career opportunities compatible with personal attributes and preferences. Six pages of references conclude the document. (CL)

ED 266 597 EC 182 012

O'Neal, Marcia R.
Cerebral Palsy: The Meta-Analysis of Selected Interventions.
PUB DATE- Nov 85
NOTE- 24p.; Paper Presented at the Annual Conference of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cerebral Palsy; *Intervention; *Meta Analysis; Research Methodology

The study used meta-analysis techniques to examine the effectiveness of intervention strategies for children with cerebral palsy. An examination of existing literature on meta-analysis revealed that techniques are available to accommodate a wide variety of research designs and data. Next, the percentage of studies purporting to address an intervention strategy which actually provided data usable in the meta-analysis was found to be 48% (31 of 65 studies retrieved). The need for investigation to provide adequate outcome data when reporting results was stressed. It was concluded that results were insufficient to draw conclusions regarding interventions for children with cerebral palsy. The final research question found low correlations among such factors as research design, sample size, method of calculation, and year of publication with the obtained effect size. Five pages of references conclude the report. (CL)

ED 266 310 CE 043 625

Carlisle, Ysanne
Quality Circles. Supervising: Technical Aspects of Supervision. The Choice Series #39. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-32-5
PUB DATE- 85
NOTE- 77p.; For related documents, see CE 043 626-627.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington, Tyne & Wear, NE38 7ST, England ($15.00 plus postage; 15% discount on 50 copies, 25% on 100).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Distance Education; Employer Employee Relationship; Group Discussion; *Group Dynamics; Interpersonal Communication; Leadership Styles; *Leadership Training; Learning Activities; *Management Development; Organizational Communication; Participative Decision Making; Postsecondary Education; *Quality Circles; *Supervisory Methods; *Supervisory Training; Volunteers

This student guide is intended to assist persons employed as supervisors to develop and participate in quality circles. Discussed in the first three sections are the following topics: the purpose of quality circles (what a quality circle is, why quality circles developed, how they work, and the roles of various quality circle participants); procedures for introducing quality circles (things that can go wrong, requirements for success, techniques for quality circle leaders, ways of launching quality circles); and the benefits of quality circles (benefits of involvement, benefits to supervisors, the importance of publicity, and ways of assessing benefits). Each of these sections contains an introduction, an instructional text interspersed with reinforcing learning activities, and a summary for each section. The fourth part of the guide includes a series of performance checks summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). (MN)

ED 266 323   CE 043 646

Clark, Donald M.
Guidelines for Increasing Collaboration between Vocational Education and the Defense Establishment.
National Association for Industry - Education Cooperation, Buffalo, N.Y.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 43p.; For a related document, see CE 043 645.
CONTRACT- 300-84-0027
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Responsibility; Citations (References); Cooperative Programs; Educational Responsibility; Education Work Relationship; Guidelines; *Institutional Cooperation; Linking Agents; Military Organizations; *National Defense; Postsecondary Education; *Program Development; Relevance (Education); Role of Education; *School Business Relationship; School Role; Secondary Education; *Vocational Education
IDENTIFIERS- *Defense Preparedness

Increasing collaboration between vocational education and the defense establishment has become a priority of the Federal Government in its efforts to meet national defense preparedness goals. As a result of a project to meet this priority need, this set of guidelines was developed for use in motivating and training individuals to develop and maintain effective linkages under various conditions. These guidelines are concerned not only with collaborative efforts between vocational education and defense industries, but also with linkages between vocational education and the armed forces. The guide contains 11 sections. The first section is an overview of the vocational education-defense sector relationship. It is followed in the next two sections by a discussion of the benefits of vocational education-defense collaboration and examples of collaborative efforts. The fourth section contains information on determining standards of program effectiveness, while the fifth and sixth sections discuss factors contributing to successful linkages and barriers to such linkages. In the seventh section, a systems approach to cooperative planning is presented; this is followed by a section on implementation processes and techniques and a section on a comprehensive evaluation system. The tenth section is a short summary of the collaboration guidelines, while the final section provides a list of references. (KC)

ED 266 353 CG 018 833

Dye, Carol J.
Psychotherapy with Older Dying Persons.
PUB DATE- Aug 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coping; *Counselor Characteristics; *Death; *Depression (Psychology); Emotional Adjustment; Helping Relationship; *Older Adults; *Psychotherapy; *Therapeutic Environment
IDENTIFIERS- *Countertransference

Psychotherapy with older dying patients can lead to problems of countertransference for the clinician. Working with dying patients requires flexibility to adapt basic therapeutics to the institutional setting. Goals of psychotherapy must be reconceptualized for dying clients. The problems of countertransference arise because clinicians themselves are not prepared for death. In therapy the clinician too is caught up in waiting for the death of the client. The sights and smells of terminal illness may be repulsive to the clinician. Therapy with dying clients and their families must be time flexible; therapists are needed at irregular times. Therapists should assist clients in the productive use of defense mechanisms in the dying process. A therapeutic relationship is best established as soon as the client knows he or she is dying. The therapist can help clients to determine the best use of remaining life and aid them in reviewing their life constructively. Dying people need to retain as much control of their lives as possible, especially in the face of medical intervention and pain. As the client becomes more isolated from people, therapists can provide needed support. The therapist should remember that clients have little energy for emotional therapy. Finally, all dying people are not in need of therapy; many already have their own personal philosophies which help them cope with death. (ABL)

Cotton, Eileen G., Ed.
Reading and Love: Encouraging Love of Reading at Home and School: Proceedings of the Annual Symposium on Reading (6th, Mangilao, Guam, January 18, 1986).
Guam Univ., Mangilao. Coll. of education.; International Reading Association. Guam Council.
PUB DATE- 18 Jan 86
NOTE- 113p.; For an earlier Proceedings, see ED 258 147.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Basal Reading; Elementary Education; Family Environment; Foreign Countries; *Motivation Techniques; Reading Achievement; *Reading Attitudes; *Reading Habits; *Reading Instruction; Recreational Reading; Sustained Silent Reading; Teaching Methods

IDENTIFIERS- *Guam

Representing the expertise of university education professors and public school teachers, the articles in these proceedings focus on encouraging reading and fostering lifelong reading habits. Titles of the papers and their authors are as follows: (1) "Television and Books: Friends or Foes" (Jeannetta H. Caplan); (2) "Encouraging the Love of Reading at Home" (Lisa Baza-Cruz); (3) "Factors that Promote the Development of Permanent Interest in Reading" (Elizabeth R. Pablo); (4) "The Relationship among Attitude toward Reading, Hours Spent in Recreational Reading, and Reading Achievement" (Julia R. Sisson); (5) "Field-Dependent and Field-Independent Learning Styles" (Etta B. Miller); (6) "The Instructional Bond between Reading and Seatwork" (Celia B. Casem); (7) Sustained Silent Reading: A Review" (Elizabeth U. Langas); and (8) "Choosing a Basal Reading Program for Guam" (Cecilia A. Champion). (HTH)

ED 266 458   CS 209 496

Brennan, Marie; Hyde, Meryl
Real Evaluation. Resources.
Australian Association for the Teaching of English.
PUB DATE- Mar 82
NOTE- 16p.; Article originally appeared in "Study of Society," Vol. 10, No. 2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; Evaluation; *Evaluation Criteria; *Evaluation Methods

To be used in conjunction with discussions on course planning and overall school assessment, this booklet outlines the different audiences and kinds of evaluations the English teacher needs to consider. The booklet contains lists of questions for parents, students, administrators, and teachers who evaluate instructional goals, strategies, and content, and discusses the following fourteen means of obtaining and recording information for evaluation: (1) anecdotal records, (2) checklist of activities covered, (3) contracts with students, (4) student self-evaluation, (5) student-peer evaluation, (6) parent-teacher conferences, (7) criterion-referenced tests, (8) teacher-constructed tests, (9) individual diagnostic tests, (10) student-teacher conferences, (11) monitoring classroom processes, (12) course outlines and rationales, (13) meetings to negotiate the policies of the school, and (14) the student file. (EL)

ED 266 473 CS 209 566

Thompson, Nancy S.
Teachers Collaborating as Readers and Writers.
PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperative Planning; English Instruction; Inservice Teacher Education; *Literature Appreciation; *Reader Response; *Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Collaborative Learning

In a collaborative learning experience at the South Carolina Humanities and Writing Institute, writing process teaching methods were used to teach literature. "The Adventures of Huckleberry Finn" was used as a prototype study for the group, while at the same time, each teacher-fellow developed his or her own literature study and teaching plan as an individual project. For one of the major assignments, each person produced a piece of creative writing that would become part of a published anthology of literature. Response groups became the forum for discussing ideas for each piece and then for responding to each person's writing, from rough, informal freewriting through several drafts until a finished piece was produced. (EL)

ED 266 521 CS 505 216

Cooper, Pamela J.
Teachers as Speakers.
PUB DATE- Feb 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Communication Skills; *Course Content; Higher Education; *Inservice Teacher Education; Interpersonal Communication; Nonverbal Communication; Parent Teacher Conferences; *Speech Communication; *Speech Curriculum; Teacher Behavior; Teacher Effectiveness; Teacher Improvement; Teacher Student Relationship

Noting that many of the functions undertaken by classroom teachers involve communication skills or skills dependent on an ability to communicate effectively, this paper outlines a course in speech communication specifically for teachers. The paper first lists the teaching, managing, and decision making activities teachers undertake that involve communication skills. It then provides brief descriptions of the course and its goals, and outlines the course units as follows: (1) human communication in the education environment, (2) interpersonal communication in the classroom, (3) listening, (4) nonverbal communication in the classroom, (5) information dispensing in the classroom, (6) leading classroom discussions, (7) small group communication in the classroom, (8) teacher influence in the classroom, (9) communication barriers in the classroom, and (10) communicating in parent/teacher conferences. Each unit description includes a sample activity. (HTH)

ED 266 536 EA 018 174

Duckett, Willard R., Ed.
The Competent Evaluator of Teaching. A CEDR Monograph.
Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
REPORT NO.- ISBN-0-87367-720-X
PUB DATE- 85
NOTE- 121p.; Some figures will not reproduce due to small print.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($5.00 prepaid or purchase order; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Evaluation Criteria; *Evaluation Needs; *Evaluative Thinking; *Evaluators; Observation; Performance Factors; *Teacher Evaluation
IDENTIFIERS- Evaluator Characteristics; *Evaluator Credibility

The articles in this volume, focusing on the knowledge, skills, and attitudes needed for competent evaluation of teaching, were originally presented at the National Symposia for Professionals in Evaluation and Research (NSPER:82) conferences in Portland, Oregon; Philadelphia, Pennsylvania; and New Orleans, Louisiana. After an introduction by William J. Gephart and Robert B. Ingle, Richard P. Manatt provides his view of the knowledge, skills, and attitudes necessary for competent teacher evaluators. Skills discussed include analyzing lesson plans, preobservation conferences, classroom observation, data analysis and postobservation conferences, writing evaluation reports, and setting job improvement targets. Manatt also reviews training resources for teacher evaluators, and concludes with a discussion of organizational policies as they relate to teacher evaluation. The second article by Freda M. Holley investigates the various roles an evaluator must play: the most important role as manager; the three most difficult roles (facing legal issues, confronting problem behavior, and creating climate); and the most rewarding role as change agent. In the third article, Jerry J. Bellon likewise lists and discusses what he perceives as the roles, optimal attitudes, skills, and knowledge necessary for a skilled evaluator. In the final article William J. Gephart and Robert B. Ingle attempt to clarify some of the persistent problems in approaching the evaluation process and provide a consensus opinion based on the other presentations. (TE)

ED 266 614 EC 182 032

Cox, Wendy M.; Wilson, Wendell L.
Developmentally Disabled Persons in Family Settings: Report No. 1.
Washington State Dept. of Social and Health Services, Olympia. Office of Research and Data Analysis.
PUB DATE- Mar 85
NOTE- 62p.; Funding of this project was also provided by the Developmental Disabilities Planning Council, and the Division of Developmental Disabilities. For the other reports in this series, see EC 182 033-034.
AVAILABLE FROM- Program Research and Evaluation Section, Office of Research and Data Analysis, Department of Social and Health Services, Olympia, WA 98504 (Order No. 05-18A).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Adults; Demography; *Developmental Disabilities; *Family Relationship; Individual Development; State Programs; *Student Characteristics; Young Adults
IDENTIFIERS- Washington

The first of three reports from a study of developmentally disabled persons living with their families, this document presents findings on the first group (group A) studied: Washington's Division of Developmental Disabilities (DDD) clients 16 and older who currently live with their families. The closest relatives or guardians were interviewed and DDD specialists given surveys. Within Group A, three age groups were identified: 16-21, 22-19, and 30 and above. Findings are presented for three major topic areas: client and family characteristics (demographic data, physical, mental, and dental health); client/family activities (client decision making, friendship and social activities, and risk and safety); and current and future client status (family's goals and arrangements, preparation for adult living). A description of the methodology used and a set of data tables are appended. (CL)

ED 266 644 FL 015 458

Widen, Pertti
Cultural Knowledge as Part of Language Skills in Cross-Cultural Communication.

PUB DATE- 85
NOTE- 10p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; *Cultural Context; Finnish; Foreign Countries; German; *Intercultural Communication; Language Skills; *Nonverbal Communication; Second Language Instruction; *Speech Communication; Teacher Role

There are three kinds of interdependent factors to be considered in the communication process: (1) characteristics, habits, psychophysical determinants, and expectations of the sender; (2) the same factors with regard to the receiver; and (3) situational factors, or the context, which may be different from the viewpoint of either the sender or the receiver. Communication partners have their own interaction competence based on cultural background and individual factors. Even the perception of the interaction is culturally-based. For example, in Finnish-German communication, the process is affected by differing attitudes toward: the various usages and connotations of time (in daily life, in the response time within the interaction itself, and in the organization of the discourse); verbalization of the obvious; nonverbal communication; the use of names; connotations of words and phrases; money; and the form and presentation of the discourse. It is part of the task of a language teacher to point out these cultural factors, because in cross-cultural communication there is always at least one person with the role of a foreigner. While no one can attain perfection in cross-cultural communication, efforts in this direction are always rewarded. (MSE)

ED 266 269 CE 043 537

Rights of Passage. Final Report of the Task Force on the Transition from School to Work for Montgomery County Students with Disabilites.

Montgomery County Public Schools, Rockville, Md.

PUB DATE- Sep 85

NOTE- 72p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cooperative Programs; *Disabilities; *Education Work Relationship; Government School Relationship; Local Government; Postsecondary Education; Program Development; Program Implementation; *Program Improvement; School Business Relationship; School Community Relationship; Secondary Education; *Special Education

A task force was created to establish a collaborative relationship among government, education, private agencies, and employers for transition services for special education students. Findings were that unemployment and underemployment were extremely high for special education graduates who lacked adequate basic, job-seeking, and work skills. Few options were available for pursuing education beyond high school. Many graduates did not know how to make effective use of available adult services, nor how to find special services for disabled adults. Parents were uninformed about work or education options, service providers were not well informed about school services and potential client needs, and employers did not know where to find disabled job applicants or obtain services to help them adapt jobs. Legislation lacked a unified approach to transition services. Action recommendations were made to the school system and county government to create a transition service delivery system. Four components of the school transition service were planning, instruction, linking, and staff development. Four components of the county government system were planning and coordination, program expansion and improvement, business linkages, and legislative advocacy. (An executive summary precedes the report. Appendixes include table of contents of task force reports, list of transition programs researched by the committees, selected materials and resources, a list of task force members, and a glossary.) (YLB)

ED 266 296 CE 043 588

Food Service Supervisor. Dietetic Support Personnel Achievement Test.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
PUB DATE- Nov 85
NOTE- 89p.; For related documents, see CE 043 586-588. Some pages contain small, light type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Allied Health Personnel; Counseling Techniques; Criterion Referenced Tests; *Dietetics; *Food Handling Facilities; *Food Service; Human Relations; Information Dissemination; Job Skills; Nutrition; *Occupational Home Economics; Personnel Management; Postsecondary Education; Scores; Statewide Planning; Supervisor Qualifications; *Supervisors; Supervisory Methods; Supervisory Training; *Test Construction; Test Items; Test Results
IDENTIFIERS- *Food Production; Oklahoma

This guide contains a series of multiple-choice items and guidelines to assist instructors in composing criterion-referenced tests for use in the food service supervisor component of Oklahoma's Dietetic Support Personnel training program. Test items addressing each of the following occupational duty areas are provided: human relations; nutrient sources; nutritional guidelines, digestion and absorption, diet therapy, documentation and counseling, food production and service, cost control, equipment management, and personnel management. Guidelines for constructing and updating tests and for reporting test results are also provided. (MN)

ED 266 368 CG 018 848

Norfleet, Sherry Coleman
A Sexuality Education Program for Preadolescent Boys: Are Sperm Different Colors?
PUB DATE- 7 Oct 85

NOTE- 13p.; Paper presented at the Annual Forum of the Virginia Department for Children. (8th, Richmond, VA, October 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary Education; *Males; *Preadolescents; *Sex Education; *Sexuality; *Teaching Methods

This document describes a sexuality education program for preadolescent boys. It recommends that the teacher begin by finding out if the audience is captive or merely encouraged to attend. It is further suggested that groups be limited to 10 to 12 boys in the age range of 8 to 13. Advertising the classes, using food enticements for those attending, and offering classes for parents to review materials before they are presented to the boys are recommended. The problems a teacher could encounter with a group of boys, such as the boys testing the teacher with "dirty" words or asking personal sexual questions, are discussed. Recommendations include setting firm discipline rules, telling the boys there will be time for questions, and advising them not to laugh at the other boys' questions. The importance of respect and communication in the sessions is discussed. It is also suggested that homosexuality be discussed. Handouts are not recommended because the boys may be embarrassed by them. Several exercises/activities for the boys are described. (ABL)

ED 266 412 CS 008 293

Cramer, Eugene H.
Analogical Reasoning and Reading Comprehension in Grades 4, 5, and 6: A Continuing Study of Relationships.

PUB DATE- Dec 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Education; *Logical Thinking; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Skills
IDENTIFIERS- *Analogical Reasoning; Analogy; *Direct Instruction

A study investigated whether students' abilities to solve verbal analogy problems can be increased through teacher-generated direct instruction and whether increased ability in solving verbal analogies is directly related to increased reading comprehension ability. Subjects, 90 children (30 from fourth, fifth, and sixth grades), participated in either a treatment or a control group condition. Teachers of treatment groups had participated in a two-day inservice workshop dealing with the nine categories of verbal analogies developed in previous studies and with possible teaching strategies for solving verbal analogy problems. Treatment group teachers spent approximately 30 minutes each week on verbal analogies instruction from October through March. Results indicated that direct teacher generated instruction does appear to increase students' ability to reason analogically, but that the relationship between this ability and increased reading comprehension scores was not statistically significant except when the data from individual groups were combined to form two large groups. In this case, all correlations were statistically significant on both pre- and posttest assessments, suggesting that analogical reasoning is an important component of reading comprehension. (Tables of findings are included.) (EL)

Grossnickle, Donald R.; Sesko, Frank P.
Promoting Effective Discipline in School and Classroom: A Practitioner's Perspective.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-170-6
PUB DATE- 85
NOTE- 79p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, P.O. Box 3250, Reston, VA 22090 (Order No. 2108511; $6.00 plus $3.00 shipping and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Behavior Standards; Classroom Techniques; *Discipline; *Discipline Policy; Discipline Problems; Educational Environment; Elementary Secondary Education; Intervention; Models; Program Design; Program Development; School Administration; *School Effectiveness; Student Behavior; Student School Relationship; *Teacher Role

This practical self-help guide approaches the topic of student discipline from the practitioner's perspective. Chapter 1 prescribes a teamwork approach to schoolwide and classroom discipline, involving a schoolwide commitment to mutual respect among students and staff and positive classroom management by teachers. Chapter 2 offers, as practical advice, 40 brief "simple truths about school discipline." Chapter 3 presents a three-part systems approach to designing a comprehensive discipline program, and outlines 23 essential discipline program components. Chapter 4, "Establishing a Positive Approach," identifies guiding principles and specific steps toward promoting a more disciplined learning environment in schools. Chapter 5 outlines responsibilities of teachers and administrators in designing a preventive discipline program, and provides two illustrative case studies. Chapter 6 presents a schoolwide model for establishing a preventive approach, while Chapter 7 is an extensive discussion of discipline intervention by administrators and counselors. Chapter 8 provides a case study of the steps taken by a Chicago area high school in launching a schoolwide climate improvement project focusing on effective discipline. Nine appendixes provide sample documentation and administrative instruments for various aspects of a school discipline program.(TE)

ED 266 629 FL 015 443

Bachman, Lyle F.

An Examination of Some Language Proficiency Tests from a Communicative Viewpoint.

PUB DATE- 85
NOTE- 16p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cloze Procedure; *Communicative Competence (Languages); Comparative Analysis; *Evaluation Criteria; Foreign Countries; Interviews; *Language Proficiency; *Language Skills; *Language Tests; Multiple Choice Tests; Test Validity

A theoretical framework that distinguishes the knowledge, or competence, aspect of language proficiency from the skills aspect is outlined, and the factors in the language testing situation that affect performance on language tests are examined. The model is intended for use ih assessing the construct validity of tests of language proficiency and in clarifying some terms and concepts that have been used to describe various aspects of language proficiency. The nature of the performance tasks and language competencies required by some widely used testing procedures are then examined within this framework, and the implications for psychometric theory and language testing research are discussed. (MSE)

ED 266 256 CE 043 499

Foster, Phillip R.; And Others
Guidebook for Industrial Technology Teacher Preparation Field Experience.
North Texas State Univ., Denton. Div. of Industrial Technology.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 93p.; A product of the Assessment of Industrial Arts Field Experiences. For the final research report of this project, see CE 043 498.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Educational Needs; Evaluation Criteria; Evaluation Methods; *Field Experience Programs; Higher Education; Industrial Arts; *Industry; Needs Assessment; *Preservice Teacher Education; Program Evaluation; Program Improvement; Questionnaires; *Statewide Planning; Technological Literacy; *Technology; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Texas

This handbook is intended to assist in the assessment and refinement of teacher preparation for industrial technology education in Texas. The first section contains preliminary information on the significance, development, and use of the guidebook. Provided next is an industrial technology teacher preparation assessment instrument that is based on a national survey of model or exemplary industrial technology teacher preparation programs. The next section contains a second industrial teacher preparation assessment instrument, which was developed for a three-round Delphi study. The fourth and final section consists of suggested recommendations for program improvement that were written with the following considerations in mind: essential elements, special needs students, equal access, and appropriate computer applications. Extensive appendixes include an instrument for assessing model field experience programs, survey results of model industrial technology field experience programs, statements characterizing a model industrial technology field experience, essential elements for introductory industrial technology courses at different levels, and membership lists of various panels and committees connected with developing the materials and methods used in the guidebook. (MN)

ED 266 565 EC 181 729

McKnight Developmental Disabilities Program: Summary, January, 1982-June 1983.

Minnesota State Planning Agency, St. Paul.

PUB DATE- 83

NOTE- 19p.; Document printed on dark colored paper.

AVAILABLE FROM- Developmental Disabilities Program, State Planning Agency, 201 Capitol Square Building, 550 Cedar St., St. Paul, MN 55101 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accessibility (for Disabled); Adults; *Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; Financial Support; Philanthropic Foundations; Services

The booklet describes projects funded under a 3-year grant from the McKnight Foundation to the Developmental Disabilities Program of the Minnesota State Planning Agency. Three areas are addressed by the projects: (1) training for staff and boards of facilities serving persons who are developmentally disabled; (2) projects to resolve or mitigate existing problems in service delivery; and (3) projects to increase physical accessibility of day service facilities. Project information includes the name and funding levels, contact person identification and address, and a short summary. Among projects described are those involving integration of developmentally disabled senior citizens, services to criminal offenders with developmental disabilities, and foster care for developmentally disabled adults. (CL)

ED 266 581   EC 181 745

Magrab, Phyllis; And Others
Assessing Interagency Coordination through Process Evaluation.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.; State Technical Assistance Resource Team, Chapel Hill, NC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 85
NOTE- 65p.
GRANT- G00-84C-3515
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Coordination; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Program Development

The booklet provides an overview of methods to review, analyze, and document interagency processes in special education. The first section considers issues in developing and evauating interagency coordination, touching upon definitions, purposes, and patterns of interagency coordination. The dynamic nature of the coordination process is stressed. The second section describes selected process evaluation methods and instruments in four areas: (1) measuring precursors to success; (2) measuring relationships and linkages among agencies; (3) measuring dynamic processes in interagency coordination; and examining state-community relationships. A three-page list of references, examples of evaluation instruments and summaries of state and local evaluation studies of interagency coordination are appended. (CL)

ED 266 283 CE 043 561

Campbell, Richard
Cooperative Education: From the Crystal Ball.
PUB DATE- Dec 85
NOTE- 20p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Education; Coordination; *Educational Benefits; Educational Cooperation; Educational Needs; *Educational Trends; *Futures (of Society); Instructor Coordinators; Needs Assessment; *School Business Relationship; School Role; Secondary Education; Teacher Role; Technological Advancement; *Vocational Education

The shrinking labor market, tightening economy, falling enrollments, and declining national standards for education have had an impact on cooperative education programs. Those working in the field of cooperative education should become familiar with the report entitled "The Unfinished Agenda," which was vocational education's response to "A Nation at Risk." As the report makes clear, cooperative education has a vital role to play in providing the field-based learning that is so grossly underutilized in vocational education at present. Cooperative education is currently being challenged by corporate classrooms. If cooperative education is to meet this challenge, teacher-coordinators must solicit employer involvement to ensure that the vocational programs in which they are involved are preparing people to fit the available jobs in their area. Efforts to improve existing cooperation, coordination, and communication as well as development of partnerships with advisory councils are essential in order to develop strategies to cope with technological advancement. Because the overall goal of cooperative education is training rather than pay, care should be taken to keep students from focusing on the economic benefits of cooperative education as opposed to the opportunities derived from the training and basic skills portions of the program. (MN)

ED 266 338 CG 018 818

Peters, Lori J.
Teenage Suicide: Identification, Intervention and Prevention. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Community Role; *Counseling Techniques; Identification; *Intervention; Parent Role; *Prevention; School Counselors; *School Role; Stress Variables; *Suicide

This fact sheet presents teenage suicide as a reaction to stress in adolescence compounded by increasing stress in the environment. It can also be examined as part of a three-step process: a previous history of problems, problems associated with adolescence, and a precipitating event. Contrary to popular belief, suicide is not an impulsive act but a culmination of long-term problems. Warning signs are given and nine strategies for counseling suicidal teens are listed. Prevention efforts for community members, mental health workers, school counselors, teachers, peers, and parents are included. (NRB)

ED 266 384 CG 018 864

Goldscheider, Frances Kobrin
Measuring Life-Cycle Transitions in Young Adulthood: A Cross-Validation of Data from Three Prospective Surveys.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
REPORT NO.- RAND/N-2293-NICHD
PUB DATE- Sep 85
NOTE- 36p.
GRANT- 2P50HD-12639-06
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Adult Development; Cohort Analysis; Demography; High Schools; High School Students; *Longitudinal Studies; Marriage; Military Service; National Surveys; Statistical Analysis; Statistical Surveys; *Young Adults
IDENTIFIERS- *Life Transitions

This document examines three important national surveys that provide periodic longitudinal data on the transition to adulthood during the late 1960s and 1970s: (1) the Parnes Young Men and Women Panels, initiated in 1966 and 1968; (2) the Panel Study of Income Dynamics, initiated in 1968; and (3) the National Longitudinal Study of the High School Class of 1972. Section I of this paper provides an introduction to the three datasets and describes two projects in the Rand Corporation Labor and Population Program which build on the complementarities of these datasets. Section II outlines the special characteristics of each survey that affect the construction of appropriate cohorts for comparison and compares them on such background characteristics as age at survey, race and parental education. Section III presents the constructions of the four measures of life-cycle progress: first marriage, leaving the parental home, school enrollment, and military service. Section IV shows how the four measures compare across surveys. Section V discusses the results and their implications for the complementary use of these datasets and for the prospective collection of information on life-cycle transitions. Background tables are appended and references are given. (NRB)

ED 266 443 CS 008 345

Nagy, William E.; And Others
The Influence of Word and Text Properties on Learning from Context. Technical Report No. 369.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 59p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Context Clues; Elementary Education; Grade 3; Grade 5; Grade 7; *Language Processing; Learning Strategies; Readability; Reading Comprehension; *Reading Research; *Semantics; *Word Recognition; Word Study Skills
IDENTIFIERS- *Text Structure; *Word Structure

A study investigated the effect of properties of words and texts on the incidental learning of word meanings during normal reading. Subjects--352 students in third, fifth, and seventh grades--read either expository or narrative passages selected from grade-level textbooks, and after six days were tested on their knowledge of difficult words from the passages. Word properties investigated included length, morphological complexity, part of speech, conceptual difficulty, and the strength of contextual support for each word. Text properties included readability as measured by standard formulas, and several measures of density of difficult words. Results showed that, among the word properties, only conceptual difficulty was significantly related to learning from context. Among the text properties, learning from context was most strongly influenced by the proportion of unfamiliar words that were conceptually difficult, and by the average length of difficult words. (Author/HOD)

ED 266 489 CS 209 595

Hitchcock, Richard B.
The Software Jungle: Guidelines for Evaluating English Computer Programs.
PUB DATE- Apr 84
NOTE- 9p.; Paper presented at the Annual Meeting of the Developmental Studies Conference (9th, Athens, GA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Courseware; English Instruction; *Evaluation Criteria; *Instructional Material Evaluation; Microcomputers; Teaching Methods; *Word Processing; Writing Instruction; Writing Laboratories
IDENTIFIERS- *Software Evaluation

Noting that the educational software market is expanding at a precipitous rate, but with considerable variation in quality, this paper outlines a thorough set of tangible and useful questions, based on two years of program design for English and writing lab usage. The major portion of the paper discusses criteria for evaluation in each of the following areas: (1) instructions, (2) user control, (3) screen format, (4) graphics, (5) data handling, (6) reinforcement, and (7) purpose. A sample courseware evaluation form is appended. (HTH)

ED 266 505 CS 505 182

Hample, Dale; Dallinger, Judith M.
Cognitive Editing of Argument Strategies.
PUB DATE- Nov 85
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Communication Research; Conflict Resolution; Decision Making; Interpersonal Communication; Logical Thinking; Metacognition; *Persuasive Discourse; Problem Solving; Public Speaking; Speech Communication

A study continued a series of empirical investigations into the psychological criteria people use to determine whether or not to make particular arguments. Two hundred volunteers enrolled in a required public-speaking course (1) responded to several demographic questions, (2) described the persuasive choices they would make in the scenario provided, and (3) completed a self-monitoring measure of selection of argument strategies. In investigating the subjects' reasons for refusing to use a number of previously identified compliance gaining strategies, the study concluded that about 25% of the refusals were justified because the strategy simply would not work. Fifteen percent of refusals were made because respondents felt the strategies were negative or objectionable. Twenty-five percent of the rejections were due to person-centered concerns such as self-image or another's welfare. Finally, over one third of the strategies were rejected on the basis of being false or irrelevant. The results suggest that strategies should provide options to function in a given situation. (Tables of findings are included.) (DF)

ED 266 598 EC 182 013

Hedberg, Natalie L.; Fink, Ruth J.

Surface and Deep Structure Characteristics of Language Disordered Children's Narratives.

PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Conference of the American Speech, Language and Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Coherence; Cohesion (Written Composition); *Deep Structure; Elementary Education; Language Acquisition; *Language Handicaps; *Narration; *Surface Structure
IDENTIFIERS- *Strong Grammar

The study compared linguistic analyses of 27 language disabled and 30 normal language children in grades 1-6. The first procedure, cohesive tie analysis, examined surface characteristics of a text for connections between lingustic components that contribute to coherence; the second procedure, story grammar, examined underlying story organization as an indication of the deep structure aspects of coherence. Each S was asked to construct an oral and written story using a toy doll family as stimuli. Analysis of surface and deep structure semantic characteristics showed that language disabled Ss were extremely deficient in their ability to use deep structure knowledge of narrative organization in constructing stories. Surface structure aspects of narrative organization were similar except that the youngest language disabled Ss made significantly more errors in attempting to use cohesion than their normal peers. (CL)

ED 266 243 CE 043 420

Weather Specialist/Aerographer's Mate.

Chanute AFB Technical Training Center, Ill.

PUB DATE- 9 Jan 85
NOTE- 1,839p.
LANGUAGE- English
EDRS Price - MF16/PC74 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; Course Descriptions; Learning Activities; *Meteorology; Military Training; Programed Instructional Materials; Study Guides; Textbooks; *Vocational Education; *Weather; Workbooks
IDENTIFIERS- *Aerographers Mates; Air Force

This course trains Air Force personnel to perform duties prescribed for weather specialists and aerographer's mates. Training includes meteorology, surface and ship observation, weather radar, operation of standard weather instruments and communications equipment, and decoding and plotting of surface and upper air codes upon standard maps and diagrams. A plan of instruction details criterion objectives for each unit of instruction, time, training standard correlation, and support materials and guidance. Student materials include programmed instruction for identification of weather message headings, sound ray theory, evaluating and encoding bathythermograph data, APT predict message and tracking board, shipboard weather office, decoding RADFO message and International Analysis Code, radar reports, and oceanic circulation; study guides on orientation and observation; study guide/workbooks on meteorology, weather equipment operation, pilot-to-metro service, preparation of weather charts, Terminal Aerodrome Forecast Code, and map plotting; workbooks on sky condition, cloud forms, visibility and present weather, additive data, Metar Code, PIREP Code, weather codes and messages, observation, weather plotting, radar, and scope interpretation; a weather codes plotting guide; and a study guide on Metar encoding and dissemination. Study guides, workbooks, and study guide/workbooks contain exercises or objectives, introduction, information, and questions, exercises, and/or projects. (YLB)

Nelson, Linden
Effects of Classroom Instruction about Psychology and the Arms Race.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Beliefs; Change Strategies; *College Students; Courses; *Disarmament; Higher Education; *Humanistic Education; Intervention; Lecture Method; *Nuclear Warfare; *Psychoeducational Methods; Student Attitudes

The relationship between opinions toward arms control and certain related beliefs was examined in two studies involving interventions designed to change those beliefs. In study 1, 131 college students who attended a "Psychology of the Nuclear Arms Race" lecture and 98 students who did not attend the lecture completed a 20-item questionnaire assessing arms control opinions and related beliefs. Study 2 used pre- and post-testing with the questionnaire to compare attitudes of 42 students who attended the lecture, 74 students who did not attend, and 18 students who took a "Psychology of the Nuclear Arms Race" 25-hour course. The results of the two studies revealed that students' opinions about arms control were related to their beliefs about: (1) the importance of nuclear weapon superiority; (2) Soviet arms control intentions; (3) the probability of nuclear war; and (4) the consequences of nuclear war. The students exposed to the interventions reported being more favorable toward arms control than did the control students. The findings suggest that students' opinions about arms control are affected by the number of beliefs held by them that are consistent with arms control, and that lectures and courses which address these beliefs from a psychological perspective have the potential to change students' opinions about arms control. Whether these conclusions can be generalized to other teachers, forums, and audiences deserves further study. (NRB)

ED 266 428 CS 008 326

Burley, JoAnne E.; And Others
Metacognition: Theory and Application for College Readers.
PUB DATE- May 85
NOTE- 15p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cognitive Ability; Cognitive Development; *Cognitive Processes; College Students; Higher Education; Learning Strategies; *Metacognition; *Reading Comprehension; *Reading Instruction; Reading Skills; *Reading Strategies; *Self Control

The concept of metacognition involves two processes: an awareness of certain skills--strategies and resources that are needed to perform a task effectively--and the ability to use self-regulatory mechanisms to ensure the successful completion of the given task. A review of the literature suggests that (1) metacognitive development differs among all levels of readers and all age groups; (2) metacognition tends to improve with age and develops more adequately with proper instruction; (3) adult/college level students seem to demonstrate some of the metacognitive skills but may possess deficiencies; (4) adult/college level students may be the most successful trainees for metacognitive instruction because they seem to be more aware and capable of self-monitoring while reading than younger students are; and (5) some of the specific strategies to aid text mastery are skimming, scanning, notetaking, summarizing, previewing, outlining, signal words, selective questioning, and cloze procedure. Each of these strategies requires specific steps for application. Use of metacognitive strategies by college and adult readers is essential and should be introduced to college students through direct instruction and practice. (Included is a chart that lists each of the nine metacognitive strategies and the steps needed to apply them.) (HOD)

ED 266 459 CS 209 522

Hellwig, Harold H.
Developing Expert Systems for the Analysis of Syntactic and Semantic Patterns.
PUB DATE- May 85
NOTE- 20p.; Paper presented at the Meeting of the UCLA Conference on "Computers and Writing: New Directions in Teaching and Research" (Los Angeles, CA, May 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case (Grammar); Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; *Discourse Analysis; *Programing; Semantics; *Sentence Structure; Syntax; *Writing Instruction
IDENTIFIERS- *Expert Systems

Noting that expert computer systems respond to various contexts in terms of knowledge representation, this paper explains that heuristic rules of production, procedural representation, and frame representation have been adapted to such areas as medical diagnosis, signal interpretation, design and planning of electrical circuits and computer system configurations, data analysis in protein crystallography and geology, and expert system construction itself. The paper goes on to examine production rules--procedural and frame representations in the development of an expert system that can analyze syntactic and semantic patterns in written discourse. It is observed that case grammar analysis and semantic differential scale techniques, encoded into a computer program called BOSS, generate textual analysis. Finally, ways an expert system can be used in a writing classroom are discussed. (Author/HOD)

ED 266 474 CS 209 567

Alicna, Elaine; And Others
Writing Laboratory Exercises To Be Used with a Writing and Research Guide.
Hardin County Board of Education, Elizabethtown, Ky.
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching.
PUB DATE- 2 Dec 85
NOTE- 227p.; For the Writing and Research Guide, see ED 261 374.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Critical Reading; Grammar; High Schools; Letters (Correspondence); Library Skills; Paragraph Composition; Research Papers (Students); Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Laboratories; *Writing Skills

Intended to facilitate a broader emphasis on creative writing in American high school English classes, this manual offers a number of writing laboratory exercises. The exercises are divided into five categories: (1) library skills, including reference book know how, and using the parts of books; (2) critical reading skills, including distinguishing between fact and opinion, analyzing the short story, identifying cause and effect, identifying author's point of view, detecting bias, evaluating persuasive communications, understanding the main idea and making inferences, and assessing freedom of the press; (3) research skills, including identifying a research topic, preparing a working bibliography, formulating a thesis, preparing a preliminary outline, reading and taking notes, writing footnotes, and writing the informal research paper; (4) composition skills, including fundamentals of grammar, writing topical sentences, writing concise sentences and well organized paragraphs, developing comprehensive essays, and developing creative writing; and (5) practical writing skills, including business and personal correspondence, and job resumes. (HOD)

ED 266 645 FL 015 459

Voss, Bernd
Classroom English for German Schools.
PUB DATE- 85
NOTE- 19p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Observation Techniques; *Cultural Context; *Discourse Analysis; *English (Second Language); Foreign Countries; *German; Native Speakers; Questionnaires; Second Language Instruction; Teacher Student Relationship; Vocabulary
IDENTIFIERS- West Germany

As part of a study of the language used to conduct daily business in typical West German classroom situations, 30 native English speakers observed selected classroom interactions and used questionnaires to classify them and paraphrase them in English. The observers were from a variety of English-speaking countries, and some had explicitly educational backgrounds. The questionnaires given to the observers contained sentences eliciting terms in a wide variety of categories. Results obtained in some of the categories (reading, notebooks, teacher record books, teachers, absence notes, truancy, and marks) illustrate that this is a feasible method for obtaining such terminology. (MSE)

ED 266 311 CE 043 626

Boak, George
Managing Time. Supervising: Technical Aspects of Supervision. The Choice Series #42. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-23-6
PUB DATE- 85
NOTE- 83p.; For related documents, see CE 043 625-627.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington, Tyne & Wear, NE38 7ST, England ($15.00 plus postage; 15% discount on 50 copies, 25% on 100).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; *Decision Making; Distance Education; Learning Activities; *Management Development; Planning; Postsecondary Education; *Scheduling; *Supervisory Methods; *Supervisory Training; *Time Management

This student guide is intended to teach persons employed as supervisors how to manage time. Discussed in the first three sections are the following topics: the importance of managing time (managing time, becoming a better time manager, crisis management, beck and call, the treadmill, and the activity trap); techniques of deciding how to use time (making decisions, responding to demands, developing good habits, establishing priorities, developing a time management grid, and understanding the function of the quadrants in a time management grid); and ways of planning and controlling time (planning time, establishing the order in which tasks must be completed, allocating plans, coping with the unexpected, dealing with time management problems, and getting time management accepted). Each of these sections contains an introduction, an instructional text interspersed with reinforcing learning activities, and a summary for each section. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

ED 266 324 CE 043 668

Competency List for Vocational Administrators in Georgia.

Georgia State Univ., Atlanta. Center for Vocational Leadership.

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Adult and Vocational Education.

PUB DATE- 84

NOTE- 63p.; Some pages may be marginally legible due to broken type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Responsibility; Adult Vocational Education; Coordinators; *Educational Administration; Educational Finance; Individual Development; *Job Skills; Personnel Management; Postsecondary Education; Professional Development; Program Development; Program Evaluation; Regional Schools; School Community Relationship; Secondary Education; Staff Development; *Vocational Directors; Vocational Education; Vocational High Schools; Vocational Schools

IDENTIFIERS- *Georgia

This publication contains lists of job responsibilities and related competencies needed by Georgia's vocational education administrators. Competency lists are provided for local system director or Cooperative Educational Service Agency (CESA) coordinator, vocational high school supervisor, postsecondary area school director, postsecondary adult coordinator, and postsecondary instructional coordinator. For each type of administrator, competencies are grouped under these nine job responsibilities: (1) program planning, development, and evaluation; (2) instructional management; (3) student services; (4) personnel management; (5) staff development; (6) professional relations and self-development; (7) school-community relations; (8) facilities and equipment management; and (9) business and financial management. (YLB)

ED 266 354 CG 018 834

Meredith, William H.; And Others
Predicting Parent Satisfaction.
PUB DATE- Oct 84
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Behavior; Child Rearing; *Children; Family (Sociological Unit); Locus of Control; *Marital Satisfaction; *Parent Attitudes; *Parent Child Relationship; Parents; *Personality Traits

IDENTIFIERS- *Satisfaction

Because the factors which influence parent functioning have not been extensively researched, a study was conducted to determine the relationships among marital adjustment, child temperament, locus of control, and parent satisfaction. Participants included 93 volunteer couples who had at least one child at home. Parents averaged 35 years old and had been married at least 13 years. Questionnaires were sent to participants which measured marital adjustment by the Dyadic Adjustment Scale, personal control by Rotter's locus of control scale, personality traits by Edwards Personal Preference Schedule, and child temperament and parent satisfaction by instruments designed for this study. The results indicated that parent satisfaction increased as marital adjustment increased. Parents who perceived their child's temperament as more pleasant had higher levels of parent satisfaction. Personal control variables had only slight relationships to parent satisfaction. Personality variables had no relationship, although more nurturant parents seemed to be more satisfied. It is concluded that parent functioning is a multiply determined phenomenon and that further research with other variables such as the environment is needed. Five pages of references conclude the document. (ABL)

ED 266 369 CG 018 849

Emerson, Shirley
Working with Counselor Trainees in the Area of Child Sexual Abuse.
PUB DATE- 85
NOTE- 6p.; Light type may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; *College Students; *Counseling Techniques; Counselor Attitudes; Counselor Characteristics; *Counselor Educators; *Counselor Training; Higher Education; *Sexual Abuse; Sexuality

Child sexual abuse is being reported more often than ever before and counselors need to be prepared to serve victims of such abuse.

In offering course materials and activities in master's level counselor education programs, instructors may notice a reluctance by some of the students to deal with these issues. This reluctance may be due to the fact that these students were sexually abused as children. These students, referred to as adults molested as children (AMACS), exhibit subtle signs such as depression, low self-esteem, over-compensation, anger towards their mothers, sexual adjustment problems, lack of memory of childhood, excessive resistance to experiential courses and activities, lack of trust, fear, and guilt. Ideally, victims should be encouraged to seek professional help. Since this may not be financially feasible for students, group support might be organized and sponsored by the counseling education organization. Students should be encouraged to feel that it is permissible to discuss sexual issues with a client. Films of counseling sessions may unblock a student's memories. Counselors will face these issues and they need to be prepared. (ABL)

ED 266 413 CS 008 300

Moore, Donald R.; And Others
Student Classification and the Right to Read and Report Summary.
Designs for Change, Chicago, Ill.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 81
NOTE- 308p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Principles; Classification; Educational Administration; *Educational Diagnosis; Elementary Education; Government School Relationship; *Grouping (Instructional Purposes); *Labeling (of Persons); *Reading Instruction; *Reading Research;

Student Characteristics
IDENTIFIERS- *Right to Read

Focusing on the classification decisions that affect a student's opportunity to learn to read, this document outlines a study analyzing the classification practices in two urban elementary schools in Illinois. Chapter one defines the issue of student classification and its impact on how students are taught to read, examines implications for providing quality educational services, and reviews research methodology. Chapter two presents the service quality model, with its five features, used to focus the research, while chapter three describes the two school districts and their major classification systems, including assignments to mainstream reading programs and special programs. The next three chapters define the three interlinked activities that shape reading-related student classification: (1) establishing the structure for providing services, (2) assessing and placing children, and (3) coordinating and providing instruction. Chapter seven discusses the critical preferred practices that facilitate appropriate classification, including establishing budget priorities, and chapter eight summarizes some key implications to be drawn from this study (such as the need to define standards), comments on selected public policy issues (such as the systemic roots of service quality problems), and proposes a strategy for reform focused on reading. A 25-page report summary is attached. (LLZ)

ED 266 522 CS 505 218

Blanche, Jerry
Personally Confronting Intercultural Communication Problems--An Intensified, Extended Process.
PUB DATE- Feb 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; Cultural Awareness; Higher Education; *Intercultural Communication; Intercultural Programs; Interpersonal Communication; Social Attitudes; *Social Cognition; Speech Communication; *Speech Curriculum

To personalize a course in intercultural communication at a northwestern university, each student is allowed to design an individual project concentrating on a single area of prejudice held by each student. Students select a target area and then treat the problem (and the communication breakdown it represents) as the real enemy. They choose from a variety of sources of information and contact intercultural resources in grappling with their prejudices. All students record their progress in journals, which are handed in at midterm and at the completion of the project. Oral and written reports are required at midterm and at the conclusion of the course. (An outline of the personal project given to all students at the beginning of the course is included.) (DF)

ED 266 537 EA 018 176

Iliff, Alice
School Board Training: Local Control. Reference Manual.
Alaska Univ., Fairbanks. Alaska Native Human Resources Development Program.
PUB DATE- 84
NOTE- 40p.
AVAILABLE FROM- Alaska Native Human Resource Development Program/Cooperative Extension Service Information Office, Bunnel Building, University of Alaska-Fairbanks, Fairbanks, AK 99701 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- Administrative Organization; Board Administrator Relationship; Board Candidates; *Board of Education Role; *Boards of Education; Elementary Secondary Education; Governance; *Intermediate Administrative Units; *Legal Responsibility; Meetings; Policy Formation; State School District Relationship
IDENTIFIERS- *Alaska

This reference guide, designed for school board members in the state of Alaska, provides overall information about school boards, board members, and board meetings, as they are defined by Alaska state legislation. The first section, "An Overview of Your School Board," provides general definitions, an overall description, and the formal makeup of a school board. Included in the overview are the school board's responsibilities, its scope of authority, structure, officers, bylaws, insurance requirements, and advisors. The second section, "You as a Board Member," addresses reasons for serving on the board, qualifications, time demands, necessary skills and knowledge, and the ethical responsibilities of a board member. Advice is also offered for acquiring and sharpening skills and knowledge. The third section covers the duties and powers given by Alaska state law to a school board to manage and operate a school district. These duties and powers fit into five categories: policymaking, monitoring finances, personnel, curriculum planning, and recordkeeping. The final section provides basic information about board meetings: kinds of meetings and when they are held, how meetings are organized--agenda, order of business, and parliamentary procedure--and voting on motions. References and sources for further information are provided. (TE)

ED 266 566 EC 181 730

Guyer, Barbara P.
Higher Education for the Learning Disabled--They Deserve It.
PUB DATE- 22 Oct 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *College Students; Higher Education; *Learning Disabilities; Study Skills; *Tutorial Programs; Tutoring

The paper describes the background and development of HELP (Higher Education for Learning-disabled People). The HELP program located at Marshall University (West Virginia) provides testing to determine the presence of a learning disability; individual tutoring in reading, spelling, and written expression; oral tests; note-taking instruction; study skills instruction; counseling regarding personal adjustment; and a summer program to improve basic academic and school survival skills. The case study of a young man with severe dyslexia is offered to illustrate the program's effectiveness. (CL)

ED 266 582 EC 181 746

McCarthy, Patricia; And Others
Peer Perceptions of Kindergarten and First-Grade Hearing Aid Wearers.
PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Hearing Aids; *Hearing Impairments; Kindergarten; Primary Education; *Student Attitudes

Attitudes of 50 kindergarten and 50 first grade students with normal hearing toward peers wearing hearing aids were examined. Students viewed eight pictures depicting children in various conditions of hearing aid use (standard body aid, post-auricular aid, in-the-ear aid, and no hearing aid). For each picture, Ss were given nine sets of bipolar adjectives and asked to make a choice for each. Results suggested that the presence or absence of a hearing aid was not perceived uniformly but rather differed for individual conditions according to whether the respondent was a kindergartener versus a first grader or male versus a female. It was hypothesized that responses may have been based on physical attributes of the children in the picture. (CL)

ED 266 615 EC 182 033

Cox, Wendy M.; Wilson, Wendell L.
Developmentally Disabled Persons in Family Settings: Report No. 2.
Washington State Dept. of Social and Health Services, Olympia. Office of Research and Data Analysis.
PUB DATE- Mar 85
NOTE- 43p.; Funding of this project was also provided by the Developmental Disabilities Planning Council, and the Division of Developmental Disabilities. For the other reports in this series, see EC 182 032 and EC 182 034.
AVAILABLE FROM- Program Research and Evaluation Section, Office of Research and Data Analysis, Department of Social and Health Services, Olympia, WA 98504 (Order No. 05-18B).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Disabilities; *Family Relationship; *Individual Development; *Parent Attitudes; Psychological Characteristics; State Programs; Young Adults
IDENTIFIERS- Washington

The second in a series of three reports, this document presents findings of clients of Washington's Division of Developmental Disabilities (DDD), ages 22-29, who were living with their families at age 18 but now live elsewhere (group B). Findings are based on telephone interviews with families of 224 DDD clients and analysis of DDD records. The following topics are addressed: (1) characteristics and activities of clients and their families during the year before the clients moved from home; (2) differences between group B Ss and group A Ss (who remained at home); (3) ways in which families made the decision for the move; and (4) parents' perceptions of the clients' current circumstances and future plans. A description of methodology and a set of data tables are appended. (CL)

Culhane, Terry
Microcomputers and Language Testing.
PUB DATE- 85
NOTE- 7p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Testing; Courseware; Foreign Countries; Independent Study;

*Language Tests; *Microcomputers; Programing Languages

Many commericially available computer programs contain test-type materials, and some courseware makes use of testing techniques as an instructional device. The area in which testing techniques are used most effectively for teaching is self-instruction. Most microcomputers operate using the BASIC language, but authoring languages are the most easily used by teachers. EXTOL, an authoring aid developed at the University of Essex (England) specifically for language teaching, has powerful testing capabilities. EXTOL uses a driver program written in PASCAL or FORTRAN, contains only 17 commands, has been used to develop multiple-choice and cloze tests, and can report the current score of correct answers to the student. The unique qualities of computers can be of use in testing in a variety of other ways, including investigating the relationship of lexical availability and cloze test performance, speed of response, speed of comprehension, and availability of structures for productive purposes. The EXTOL commands are appended. (MSE)

ED 266 270 CE 043 542

Displaced Older Workers. Hearing before the Select Committee on Aging, House of Representatives, Ninety-Ninth Congress, First Session. Comm. Pub. No. 99-528.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

PUB DATE- 24 Jul 85
NOTE- 99p.; Parts of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Aging (Individuals); *Dislocated Workers; Hearings; Labor Force Nonparticipants; Older Adults; *Retirement; *Unemployment
IDENTIFIERS- *Older Workers

This document reports on a congressional hearing on problems experienced by displaced older workers who face sudden and unwanted joblessness or retirement. Testimony includes statements from 11 members of the Select Committee on Aging, House of Representatives; a displaced steelworker; Deputy Associate Commissioner for Employment and Unemployment Statistics, Bureau of Labor Statistics; Project Director, National Employment Policy and Older Americans, National Commission for Employment Policy; and Executive Director, National Council on the Aging. Appendixes contain letters; a copy of the bill, H.R. 1512; a Bureau of Labor Statistics report on displaced workers; and a reprint of a newspaper article on unemployed older workers. (YLB)

ED 266 297 CE 043 589

Food Production Worker. Dietetic Support Personnel Achievement Test.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

PUB DATE- Nov 85
NOTE- 69p.; For related documents, see CE 043 586-588.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Allied Health Personnel; Counseling Techniques; Criterion Referenced Tests; *Dietetics; Equipment Maintenance; Equipment Utilization; *Food Handling Facilities; *Food Service; Housekeepers; Human Relations; Hygiene; Information Dissemination; Job Skills; Nutrition; *Occupational Home Economics; Personnel Management; Pests; Postsecondary Education; Safety; Scores; Statewide Planning; Supervisory Methods; *Test Construction; Test Items; Test Results
IDENTIFIERS- *Food Production; Oklahoma

This guide contains a series of multiple-choice items and guidelines to assist instructors in composing criterion-referenced tests for use in the food production worker component of Oklahoma's Dietetic Support Personnel training program. Test items addressing each of the following occupational duty areas are provided: human relations; hygiene and safety; nutrition; diet therapy; food reception, handling, and storage; food production equipment; food production and service; equipment care and washing; and housekeeping and pest control. Guidelines for constructing and updating tests and for reporting test results are also provided. (MN)

ED 266 339   CG 018 819

Bidelman, Kathy Gilden
Selecting a College: A Checklist Approach. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Applicants; *College Bound Students; *College Choice; *Decision Making; High Schools; High School Students; Information Seeking; *Information Sources; *Student Attitudes

This fact sheet provides a checklist for selecting a college. Student objectives and college characteristics are considered and 17 educational and personal interest areas frequently cited as important by students are listed. Other areas covered include: computer programs and guidebooks, sources for gathering information, applying for admission, responding to admission offers, and a list of resources. (NRB)

Lawson, Edwin D.; Phillips, Valerie A.

North American College and University Sports Nicknames.

PUB DATE- Dec 85

NOTE- 16p.; Journal of the Canadian Society for the Study of Names (Revue de la Societe canadienne pour l'etude des noms). Paper presented at the Annual Meeting of the Canadian Society for the Study of Names (Guelph, Ontario, June 11, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)

DESCRIPTORS- *Athletics; Foreign Countries; Geography; Higher Education; *Language Research

IDENTIFIERS- Canada; *Nicknames

The nature and use of names are the focus of a resarch report published in a Canadian journal. The article presents the results of a study of college and university sports teams' nicknames, including major categories of names (human, animal world, mythical, etc.), and frequency of names. The report concludes with a discussion of the social implications of name choices. (HTH)

ED 266 551 EA 018 241

Educational Leadership: A Selective Annotated Bibliography, 1981-1985.
PUB DATE- 85
NOTE- 105p.; Prepared by doctoral students enrolled in EAS 900 (Department of Educational Administration and Supervision, Valdosta State College, Georgia State University, 1985).
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrator Qualifications; Administrator Responsibility; Administrator Role; Decision Making; *Educational Administration; Elementary Secondary Education; Governance; Higher Education; *Leadership; *Leadership Qualities; Leadership Styles; Organizational Communication; *Principals; *School Supervision
IDENTIFIERS- Education Index; Psychological Abstracts

This bibliography consists of annotations of selected journal articles, magazine articles, books, and unpublished doctoral dissertations pertinent to the topic of educational leadership. The selections encompass a time frame ranging from 1981 to 1985. "Education Index" and "Psychological Abstracts" were the primary sources for journal and magazine articles; "Choice," "Books in Print," and the Valdosta State College Library's Com-catalogue were the basic source for books; "Comprehensive Dissertation Index" was the sole source for unpublished doctoral dissertations. The search, which intentionally excluded ERIC materials and computer data banks, was conducted manually using the descriptors "leaders" and "leadership" to guide the research efforts. (TE)

ED 266 599 EC 182 014

Jenkins-Friedman, Reva
Teachers of the Gifted as Consultants: Issues to Consider.
PUB DATE- Nov 85

NOTE- 6p.; Paper presented at the Annual Conference of the National Association for Gifted Children (32nd, Denver, CO, November 2-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Change; Consultants; *Consultation Programs; Elementary Secondary Education; *Gifted; Mental Health; *Teacher Role

This paper offers a broad definition of consultation and examines the role of educators of the gifted as facilitators in the consultation practice. Consultation roles and examples are cited in four areas: organizational consultants, who help individuals within a system learn to work with each other; mental health consultants, who stress altering perceptions of client-related problems; behavioral consultants, who focus on behavioral change based on social learning theory; and advocacy consultants, who are oriented towards reducing injustice and oppression in organizations. Two key aspects of effective consulting are identified: reducing interference and resolving conflicts. A short list of references is included. (CL)

ED 266 257 CE 043 500

Bell, Camille G.; And Others
Instructional Activities in Vocational Home Economics. Final Report 1984-1985.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 85
NOTE- 218p.; Tables of test items contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Competence; Disabilities; *Multiple Choice Tests; Occupational Home Economics; *Program Evaluation; Secondary Education; State Programs; *State Standards; Student Evaluation; *Test Reliability; Test Validity

In response to the need to develop reliable methods of evaluating Texas students' achievement of essential competencies, this study was designed to develop multiple-choice test items in food and nutrition in all comprehensive homemaking education courses, the semester course in food and nutrition, and all occupational methods of teaching food and nutrition to students with varying abilities. In addition, guidelines for developing non-testing devices for determining students' achievement of specific essential competencies in food and nutrition were determined and expanded upon. Eleven objective tests designed to test the subject area of food and nutrition, including 1,112 multiple-choice test items, were administered to 1,146 students enrolled in vocational home economics education courses in Texas. Items field-tested in this study were gathered in two ways: (1) identification and revision of appropriate test items found in the literature, and (2) development of test items by the research team based on the essential competencies and information found in state-adopted textbooks. Test items categorized by level of difficulty are presented in numerous tables. All tests developed for the study had a high level of reliability. A major factor contributing to this could be the detailed test administration instructions developed for the study, which reduced errors. It was also found that non-testing methods would be needed for some psychomotor skills, and other methods were needed for assessing some students in vocational education for the

Mark, Jorie Lester; Murphy, Garrett
The Basic Skills: Business/Union Connection. Revised.
American Association for Adult and Continuing Education, Washington, DC.
PUB DATE- Oct 85
NOTE- 18p.; Prepared for the Council of State Directors of Adult Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; *Cooperative Planning; *Cooperative Programs; Educational Benefits; Educational Cooperation; Educational Planning; Labor Force Development; National Surveys; Postsecondary Education; Questionnaires; *School Business Relationship; Skill Development; *Unions

A study examined the affiliations between adult basic education programs and business, industry, and unions in the 50 States and the District of Columbia. Of the 47 state directors of adult education who returned the mail questionnaire, 31 reported formal affiliations and 5 reported informal affiliations with businesses and/or unions in their states. Together, the 31 states with local affiliations between adult education and business/unions work with more than 4,000 companies and/or unions. Some states reported as few as 3 affiliations and one reported 1,069 cooperative activities. The programs mentioned were mostly funded by Adult Education Act monies, with business and industry budgets contributing the second largest portion of funds. Business and industry were said to contribute the following in their partnerships with adult education: space, equipment, dollars, counseling, and staff. The state directors surveyed were enthusiastic about their business and union connections. The instructional partnerships mentioned were predominantly in the areas of adult basic education (ABE), high school equivalency and English as a second language (ESL). Problems cited dealt mainly with difficulties in getting companies to provide programming on company time and in company space and in customizing training. (This report includes the survey instrument and a table summarizing data concerning the affiliations reported by the responding

ED 266 385 CG 018 865

Greenwood, Peter W., Ed.; And Others
The Juvenile Rehabilitation Reader.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
REPORT NO.- RAND/N-2236-CJJDP
PUB DATE- Oct 85
NOTE- 345p.; For related document, see CG 018 866.
GRANT- 83-JS-AX-0012
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Collected Works - General (020)
DESCRIPTORS- Correctional Institutions; *Crime; Criminal Law; *Delinquency; *Delinquent Rehabilitation; Intervention; *Juvenile Courts; *Rehabilitation; *Youth Problems

This document contains several essays on topics of interest to researchers of rehabilitative efforts. The subjects covered include an historical look at chronic delinquents and their treatment programs; a review of West European programs; legal constraints on intervention; a review of evidence concerning biological contributions to criminality and the treatments they suggest; school-based interventions; and a cost-benefit model for comparing early intervention with other methods of crime control. An "Introduction to the Juvenile Rehabilitation Reader" by Peter W. Greenwood is followed by nine articles: (1) "Identifying and Treating Serious Juvenile Offenders: The View from California and New York in the 1920s," by Steven Schlossman and Alexander Pisciotta; (2) "Cycles of Reform in Youth Corrections: The Study of Borstal," by Gordon Hawkins and Franklin Zimring; (3) "Western European Perspectives on the Treatment of Young Offenders," by Gordon Hawkins and Franklin Zimring; (4) "Changing Legal Paradigms in Juvenile Justice," by Marc Miller; (5) "Legal Constraints on Intervention Programs in Public Schools," by Marc Miller; (6) "The Biological Bases of Criminal Behavior," by Michelle Freier; (7) "Treatment Interventions Implied by Biological Factors," by Katherine Van Dusen; "(8) "School-Based Strategies for Delinquency Prevention," by Jackie Kimbrough; and (9) "The Economics of Early Intervention vs. Later Incarceration," by C. Peter Rydell. References and tables are given in some articles. (ABL)

ED 266 444 CS 008 346

Matheny, Constance; Lockledge, Ann
Finding the Road to Lifelong Reading.
PUB DATE- 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (14th, San Antonio, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Attitude Change; *Family Influence; Literature Appreciation; Parent Teacher Cooperation; *Reading Attitudes; *Reading Habits; Reading Instruction; *Reading Interests; *Reading Research; *Recreational Reading; Secondary Education; Teaching Methods
IDENTIFIERS- *Lifelong Readers

Case study research of adult lifelong readers' key experiences reveals that some of the crucial events resulting in love of reading took place prior to formal literature instruction. Results of interviews with about 60 adult readers of all ages--some of whom choose to read fiction, some of whom do not--indicate reasons readers give for their reading habits and identify commonalities among these readers. Many mentioned that beginning reading and liking to read occurred first in the family, and that oral reading experiences in school were not particularly conductive to reading enjoyment. Three categories of home influence were postulated: strong positive, weak positive, and negative. It appears that when the family has a strong positive influence for developing literacy, the school has relatively little effect on the students' reading attitudes. When the home has a negative impact on the student, either permanently or temporarily, the school probably has the greatest opportunity to influence attitudes. The home influence pattern suggests strategies to strengthen positive goals. Families with a strong positive influence on reading tend to appreciate and support booklists, rating systems, and thoughtful suggestions. Such strategies can become more expansive and directive for those students from homes with a weak positive reading influence. Finally, strategies for students from homes with negative influence provide support rather than opposition--books, a place to read them, and an adult modeling reading behavior. (Specific strategies to help students from each of these home environments are

included.) (HTH)

Davis, Ken, Ed.
The Responding Reader: Nine New Approaches to Teaching Literature.
Kentucky Council of Teachers of English.
PUB DATE- 82
NOTE- 102p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 40858, $3.50 member, $4.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Reading; Higher Education; Inservice Teacher Education; Literary Criticism; *Literature Appreciation; Poetry; *Reader Response; *Reader Text Relationship; Secondary Education; *Teaching Methods
IDENTIFIERS- *Affective Response; Burke (Kenneth)

Articles in this journal issue explore the relationship between the reader and the literature text, and discuss ways that instruction can enhance reader response to that literature. Following an introduction summarizing the nine articles, the titles and their authors are as follows: (1) "It Is the Poem That I Remake: Using Kenneth Burke's Pentad to Help Students Writing about Robert Frost's 'Mending Wall'" (Joseph Comprone); (2) "How Did You Like It? The Question of Student Response and Literature" (Charles R. Duke); (3) "Eliciting Response to Literature" (Joan W. Graham and Robert E. Probst); (4) "A Reader-Response Approach to the Teaching of Literature" (Sandra Harris); (5) "Enhancing Response to Literature: An Inservice Approach" (Susan S. Kissel and Peter M. Schiff); (6) "From Response to Analysis: Strategies for Involving Students in Thinking about Literature" (Kathleen W. Lampert); (7) "Responding to Literature from Within: The Untold Story Game" (Gary M. Salvner); (8) "Clustering for Reader Response to Creative Writing" (Patricia Schatteman); and (9) "The Writer, the Reader, the Poem: An Inquiry Approach to Poetry" (Denny T. Wolfe, Jr.). (HTH)

Rohland, Grace J.

Communication Roles in a Middle School.

PUB DATE- Oct 85
NOTE- 40p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (3rd, Jackson, WY, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); Communication Research; Group Dynamics; Intermediate Grades; Junior High Schools; *Middle Schools; *Organizational Communication; Role Perception; Role Theory; Speech Communication
IDENTIFIERS- *Role

A three-phase study spanned five areas of interest: (1) the school as organization and social system, (2) roles and role behavior in organizations, (3) communication structure in organizations, (4) network analysis concepts, and (5) Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B). In phase one of the study, staff members listed communication choices among school employees. In phase two, subjects who had been identified as holding specific communication roles were interviewed and then completed the FIRO-B instrument. In phase three, the original questionnaire was readministered to the same middle school during the next school year. The results indicated that communication roles do exist in a middle school. The study has implications for both research and practice; for example, the effects of interpersonal needs as predispositions for role occupancy should be investigated further; managers of space should strive to provide equal opportunities for everyone to share available communication channels; and school administrators should be aware of a teacher's ability to communicate and use that ability for maximum effectiveness. (DF)

ED 266 567 EC 181 731

Cox, June; And Others

Educating Able Learners: Programs and Promising Practices.

REPORT NO.- ISBN-0-292-70386-4
PUB DATE- 85
NOTE- 243p.; A National Study Conducted by the Sid W. Richardson Foundation. For the Executive Summary of this report, see ED 255 019.
AVAILABLE FROM- University of Texas Press, P.O. Box 7819, Austin, TX 78713 ($20.00 hard copy, ISBN-0-292-70386-4; $12.50 paperback, ISBN-0-292-70387-2).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Acceleration (Education); Curriculum Development; Delivery Systems; *Demonstration Programs; Elementary Secondary Education; Enrichment; *Gifted; Mentors; *Models; National Surveys; *Program Development; Special Schools; State of the Art Reviews; Summer Programs; *Talent; Talent Identification
IDENTIFIERS- *Richardson Study

The text reports on findings of the Richardson study, a 4-year examination of current programing for gifted and talented students. An introductory chapter comments upon current attention to gifted education and summarizes reflections on home and school influences of MacArthur Fellows. Chapter 2 reviews results of a national survey of school districts' programing which touched upon such aspects as programing options, identification, grade levels, and written philosophy. The third chapter identifies five promising practices and describes examples of each: (1) internationally oriented education; (2) internships and mentor programs; (3) school and college collaboration; (4) summer programs geared to excellence; and (5) specialized schools. The final chapter presents recommendations regarding discovering and nurturing talent, providing for flexible pacing, and ensuring comprehensive programs. An imaginary district with an ideal program is cited. The Pyramid Project, a model Texas program, is discussed as an example of the study's recommendations. (CL)

ED 266 646 FL 015 468

Stevens, Vance, Ed.
Annotated Bibliography of Publications concerning Computers in Education: Emphasis on Microcomputers in ESL and Language Learning. Revised Edition.

PUB DATE- Sep 85
NOTE- 232p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Oriented Programs; Computer Science; *Courseware; *English (Second Language); Information Sources; Instructional Materials; *Microcomputers; *Publications; Resource Materials; Second Language Learning

An annotated bibliography of material in the fields of education, languages and linguistics, and computer technology is presented. The bibliography describes over 250 journal articles, books, conference and workshop proceedings, booklets, and pieces from diverse publications. The entries are organized by date of publication (1960s and 1970s as a group, and yearly after 1979). An unannotated bibliography focuses on computers in education and ESL/language learning. A resource guide provides lists of organizations, clearinghouses, journals and periodicals, public domain software, vendors, catalogs, and upcoming and undated publications. (MSE)

Kaplan, Christine E.

Bridging the Skills Gap. Working Paper Part I: High Technology Industries.

Wider Opportunities for Women, Inc., Washington, D.C.
PUB DATE- Mar 84
NOTE- 102p.; For Part II, see CE 043 431.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Aerospace Industry; Career Education; Communications; Computers; Data Processing; Demography; *Employed Women; Employment; *Employment Opportunities; *Employment Patterns; Females; *Futures (of Society); *Industry; Manufacturing Industry; Nontraditional Occupations; Salaries; Semiconductor Devices; Sex Discrimination; Sex Fairness; Space Exploration; *Technological Advancement; Telephone Communications Industry

In this working paper on high technology industries, a few representative industries are studied in detail, while an overview is also given of the group as a whole. The overview, which highlights the findings of selected studies of the unique characteristics of high tech industries, considers such issues as locational factors, occupational and employment characteristics, and structural changes in the economy. The section called Introduction to Industry Profiles highlights selected trends related to high technology industries that affect employment either directly or indirectly, including earnings, the role of women, and industry structure. Industry profiles are then provided for the semiconductor industry, computer industries (divided into electronic computing machinery industry and computer and data processing services industry), communications industries (divided

ED 266 370 CG 018 850

Lindquist, Carol Ummel; Kurtz, David S.
Battered Women as Coalcoholics: Treatment Options.
PUB DATE- 25 Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Battered Women; Family Violence; *Health Education; Interpersonal Relationship; *Intervention
IDENTIFIERS- *Coalcoholics

Alcohol abuse is often a precipitating factor in domestic violence, especially in the most serious forms of violence. The term coalcoholic has been used to describe persons in a dyadic relationship with an alcoholic including spouses, lovers, parents, or close friends. Two intervention programs for coalcoholic battered women were studied. In the first study, participants (N=70) were battered women from a residential shelter for battered women. One-half of the women attended an educational intervention program including films, lectures, and discussions on alcoholism. The other half, the control group, did not. Arrival interviews as well as 6- and 12-month follow-ups will be conducted to assess the frequency of verbal aggression, physical violence, social support, and alcohol dependence. In the second study, participants (N=6) included a battered coalcoholic woman, her battering husband, and four members of the couple's support group. Four therapy sessions prepared the woman to confront her alcoholic husband in the fifth session. Follow-up interviews were conducted which suggested that the intervention was successful in reducing violence. The results are only preliminary; interventions will be applied and studied for longer periods. (ABL)

ED 266 400 CG 018 880

Phelps, Randy E.; Huntley, Debra K.
Social Networks and Child Adjustment in Single-Parent Families.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- MH-37977
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Divorce; *Emotional Adjustment; Fatherless Family; Mother Attitudes; *One Parent Family; Parent Child Relationship; Peer Relationship; Self Evaluation (Individuals); Sex Differences; *Social Networks; *Social Support Groups

While research with divorced adults has revealed a positive correlation between their social support networks and their adjustment after divorce, there has been little direct examination of the influence of the child's support network on the child's adjustment to parental divorce. The relationship of social network variables to child adjustment in one-parent families was examined in 119 6- to 10-year-old eldest children who were living with their separated or divorced custodial mothers. Mothers rated their children on the Revised Behavior Problem Checklist, and provided information about the child's quality and frequency of contact with various members of his or her social network. Children (N=94) rated themselves on the Child Depression Inventory. Multiple regression analyses were conducted using one criterion variable (a measure of psychopathology of the child) and ten predictor variables (time since parents' separation; child's age; and both the quality and quantity of the child's contact with peers, other adults, the custodial mother, and the non-custodial father) for each analysis.

The results revealed that only the network quality measures were significant predictors of child adjustment. Sex differences were also found, with boys' interactions with peers and the custodial mother more salient, while interactions with the non-custodial father and other adults were more salient for girls. (Author/NRB)

ED 266 429 CS 008 327

Long, Roberta; And Others
High and Low Achieving First-Grade Readers' Perceptions of the Reading Process.
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Comparative Analysis; Early Reading; Grade 1; Language Acquisition; *Perception; Primary Education; Reading Ability; *Reading Achievement; *Reading Processes; *Reading Research; *Self Evaluation (Individuals); *Student Attitudes

Semi-structured interviews were conducted with 68 first graders to identify what ideas young readers hold about the reading process. Specifically, the study questioned whether good and poor readers held the same views about how they learned to read, what they and others did as they read, their reading ability, and why people read. The responses of the highest and lowest readers to the interview questions were compared and reported in tabular form. Results showed that, in general, there was more similarity among the high achieving readers' responses than among the responses of the low achievers, and there was some overlapping between the responses of the two groups. Both high and low achievers viewed the reading process as the saying of words. The children differed somewhat, however, in the strategies they would use to say the word. More than one-half of each group said they would sound out the word, and almost a third of the high achievers said that was the only strategy they would use. Nearly one-half of the low achievers credited their mother as the one who taught them to read, while nearly 62% of the high achievers credited their teacher. Finally, almost as many low achieving as high achieving readers said they were good readers. The appendix contains responses to the interview's 13 questions, which were adapted from the Burke Reading Inventory. (HOD)

ED 266 475 CS 209 574

Stice, Carole F.; Waddell, Jill
I Lk Rnbs: Nurturing the Emergent Speller.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; Curriculum Development; *Decoding (Reading); Developmental Stages; *Holistic Approach; Integrated Activities; *Language Acquisition; *Language Processing; Language Research; Primary Education; Reading Instruction; Reading Research; Spelling; *Writing (Composition); Writing Research; *Written Language

Research conducted since the early 1970s has provided important insights into how written language develops and how teachers can best foster that growth. One of these promotes the holistic approach to language instruction--to nurture the emergent speller is to nurture the emergent reader, writer, speaker, listener, and thinker. Another important insight is that young children know much about print and can gain control over the conventions of print using the same experimental methods with which they learned to use oral language: hypothesizing, receiving immediate feedback, and practicing. Other research proposes a series of stages of early writing behaviors that may correspond to levels of awareness in a child. Children may evidence them singly or in any combination, move back and forth among them or skip them entirely. The teacher who is aware of these insights and encourages the young child to read by really reading and write by really writing, through an abundance of writing experiences, promotes risk-taking for both students and teachers. Children must be given reasons for writing--to entertain, inform, or label--and experiences that reward their efforts--making books, charts, and graphs, or keeping logs. As children attempt to build words to use in their writing, they develop spelling strategies. Teachers must observe the children and base their curriculum--including direct spelling instruction--on these observations rather than on workbooks and ditto sheets. (Examples of students' writing are included.) (LLZ)

ED 266 491 CS 209 609

English Language Arts, K-8. Part I: Reading and Listening. Program of Studies.

Montgomery County Public Schools, Rockville, Md.
PUB DATE- 82
NOTE- 89p.; For Part II, see ED 264 564.
AVAILABLE FROM- Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Reading; Curriculum Development; Curriculum Guides; *Educational Objectives; Elementary Education; *English Curriculum; Language Acquisition; Language Experience Approach; *Learning Activities; *Learning Theories; *Listening Skills; Phonics; Reading Comprehension; *Reading Instruction; Teaching Methods; Vocabulary Development; Word Recognition

The reading and listening program described in this Montgomery County, Maryland, curriculum guide is based on sets of instructional and performance objectives for each grade level from kindergarten to eighth grade. Within each grade level set, the guide organizes the objectives into major categories that represent important areas of instruction: (1) prereading (kindergarten and first grade), (2) phonics-decoding/structural analysis/sight vocabulary (grades one through eight), (3) language experience (kindergarten through grade two), and (4) comprehension (kindergarten through grade eight). The objectives are organized in a developmental sequence according to instructional goals indicating the purpose of instruction and performance goals specifying what students ought to be able to do to demonstrate progress toward attaining the objectives. (FL)

ED 266 523 CS 505 219

Beall, Melissa L.; Kay, Ruth
Teaching Communication Skills in the Junior High: It's Time to Stop Waxing Poetic and Start Waxing Practical.
PUB DATE- 3 Nov 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Junior High Schools; Listening Skills; Nonverbal Communication; Speech Communication; *Speech Curriculum

The Target: Communication Skills program instituted in the Lincoln, Nebraska, public schools proposes that all students, K-12, in all subject areas be provided with opportunities to develop and improve their communication skills. The program emphasizes four basic skills: speaking, observing, listening, and nonverbal skills. In applying this program to junior high school students, an understanding of the students' view of communication as self-centered rather than communal, passive rather than active, and coercive rather than persuasive provides a necessary basis for developing a communications skills class. (Appendixes include a statement of district goals, a program model, a list of achievement indicators for grades 7-9, and a course outline.) (DF)

ED 266 583 EC 181 747

Berryman, Joan; And Others

Accountability in the School Setting: Performance Evaluation of School Speech-Language Pathologists.

PUB DATE- Nov 85
NOTE- 5p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Certification; *Communication Disorders; Competency Based Education; Performance; Speech Therapy; *Therapists
IDENTIFIERS- Georgia

The paper presents results from Georgia's performance of speech-language pathologists (SLPs) on two measures of performance-based certification. The written Teacher Certification Test in Speech Language Pathology covers five broad areas: (1) fundamentals of speech and language, (2) speech and language disorders, (3) related handicapping conditions, (4) hearing impairment, and (5) program management/professional knowledge. Comparison of scores with masters and bachelor level SLPs is presented. The Speech Language Pathology Assessment Instrument (SPAI), used for on the job training, was completed for 81 SLPs from 1983-85. Masters and bachelor level comparisons are made along with comparisons of SLPs trained in Georgia with those trained in other states. The seven competency areas of the SPAI are listed. (CL)

ED 266 616 EC 182 034

Cox, Wendy M.; Wilson, Wendell L.
Developmentally Disabled Persons in Family Settings: Report No. 3.
Washington State Dept. of Social and Health Services, Olympia. Office of Research and Data Analysis.
PUB DATE- Mar 85
NOTE- 38p.; Funding of this project was also provided by the Developmental Disabilities Planning Council, and the Division of Developmental Disabilities. For the other reports in this series, see EC 182 032-033.
AVAILABLE FROM- Program Research and Evaluation Section, Office of Research and Data Analysis, Department of Social and Health Services, Olympia, WA 98504 (Order No. 05-18C).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Developmental Disabilities; Employment; *Family Programs; Family Relationship; *Services; State Programs
IDENTIFIERS- Washington

The final part of a three part study of developmentally disabled persons in Washington State, this document focuses on clients of the Division of Developmental Disabilities (DDD), ages 19 through 26, who appeared to be eligible for DDD services but were not enrolled with the DDD (group C). Telephone interviews were conducted with parents of 55 developmentally disabled adults who were special education graduates and had a handicap consistent with DDD criteria, but were not enrolled in the DDD. Comparisons of group C Ss with DDD clients revealed that group C had higher functional skills and a higher representation in competitive employment. Further, families had a range of services and support available. Data did not support the assumption that there is a sizable population of unserved clients in need of DDD services. Less that 10% of the parents anticipated the need for family support or residential services through DDD, although 45% noted the likelihood of needing vocational training and/or job placement services. A description of methodology and a set of data tables are appended. (CL)

ED 266 271 CE 043 543

The Entrepreneurial Internship Program.

Montgomery County Public Schools, Rockville, Md.

PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Behavioral Objectives; Business Administration; *Business Education; *Entrepreneurship; *Internship Programs; Parent Responsibility; Program Descriptions; Secondary Education; *Small Businesses; Student Responsibility; Teacher Responsibility

This packet contains materials for the Entrepreneurial Internship Program in the Montgomery County Public Schools. An information sheet details what an intern does and learns, the intern's specific responsibilities, time requirements, credit, intern selection, and choice of program's sponsors. The application form and a listing of program objectives follow. A memorandum of understanding lists obligations of these participants: entrepreneurial intern, sponsor, parent or guardian, coordinator, and high school principal or designee. (YLB)

ED 266 325 CE 043 669

DeMaria, Richard C.
Gifted and Talented Entrepreneurship Training Program.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 84
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; *Business Administration; Business Education; Curriculum Development; *Entrepreneurship; *Gifted; Pretests Posttests; Secondary Education; *Small Businesses; Student Evaluation; *Talent; Vocational Education

A project was designed to meet the needs of gifted and talented vocational students and to train students to be entrepreneurs. Objectives were to develop criteria to identify and select gifted and talented vocational students, identify instructional materials and methods to introduce entrepreneurship skills, and to develop or locate an instrument to assess the skills taught. Current literature was reviewed, and four major criteria were identified to evaluate nominated students: vocational grades, entrepreneur

ED 266 340 CG 018 820

Lachance, Laurie L.
Teenage Pregnancy. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; *Birth Rate; Contraception; *Early Parenthood; Family Planning; Parent Role; *Pregnancy; *Prevention; School Role; Secondary Education; *Sex Education

This fact sheet addresses the issue of teenage pregnancy. Six factors contributing to the current attention focused on teenage pregnancy and parenthood are listed and teenage pregnancy and birth rates are discussed. Other areas covered include teenage nonuse of

ED 266 355 CG 018 835

Abbott, Douglas A.; And Others

Predicting Marital Adjustment and Parent Satisfaction for Couples Having a Retarded Child.

PUB DATE- Oct 84
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Family Relations (San Francisco, CA, October 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Children; Comparative Analysis; *Exceptional Persons; Family (Sociological Unit); *Marital Satisfaction; *Mental Retardation; *Parent Attitudes; *Parent Child Relationship; Parents
IDENTIFIERS- *Satisfaction

Previous research on parents with a retarded child has been ambiguous; some has demonstrated decreased marital quality and greater depression with a retarded child but other research has found no differences between parents with a retarded child and parents without a retarded child. This study attempts to develop and test a conceptual model explaining the differences in marital adjustment and parent satisfaction between parents with a retarded child and those with intellectually average children. Thirty parent couples with a mild to moderately retarded child living at home, all of whom also had a nondisabled child, volunteered for the study. The children ranged in age from 1 to 18. From a group of volunteer parents without disabled children, parents with family systems similar to those of the parents with disabled children were selected. Family strengths, marital adjustment, personal control, parent satisfaction, parental impressions of child temperament, and parental rewards were measured. No significant differences were found between the parent groups on marital adjustment, family strengths, parent satisfaction, and rewards of children. An easily managed child, retarded or not, affected marital adjustment and parental satisfaction. A six-page list of references concludes the paper. (ABL)

ED 266 414 CS 008 302

Kucer, Stephen B.
The Parallel Role of Revision in Reading and Writing.
PUB DATE- Dec 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Clues; Educational Theories; *Language Processing; Reading Comprehension; Reading Processes; *Reading Writing Relationship; *Revision (Written Composition); Writing Processes
IDENTIFIERS- Text Coherence; *Text Structure

Theoretical issues related to the parallel role of internal revision in reading and writing are explored in this paper, which explains that meanings generated during reading or writing are always tentative and that readers and writers must build and maintain a continuous text world. The paper next examines criteria for evaluating the continuity of the text world, and then discusses the various options available to the reader or writer when there are disruptions in the text world. Following that, the paper discusses the transformations that revisions can have on the text world, and concludes by emphasizing the interactive relationship among three components of revision (meanings are evaluated, appropriate responses are examined and selected, and the text is transformed), pointing out that throughout the entire process of generating meaning, the reader or writer must consider the potential for revision from these various perspectives. (EL)

ED 266 538 EA 018 177

New Jersey's Design for Educational Excellence.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Jun 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Curriculum Development; *Educational Change; *Educational Improvement; Educational Planning; High School Students; Secondary Education; Secondary School Curriculum; State Action; *State Departments of Education; State School District Relationship; Student Behavior; Teacher Certification; Teacher Improvement; Teacher Motivation; Urban Schools
IDENTIFIERS- *New Jersey

New Jersey has proposed state and local programs to help solve educational problems in the areas of the teaching profession, student performance, and educational leadership. To continue a supply of talented teachers, the state has developed initiatives such as a minimum salary increase, a recruitment program for top high school graduates, reformed certification standards and procedures, financial incentives and professional recognition, and new guidelines for seniority. In the area of student performance, New Jersey has increased the rigor and scope of its graduation test, established new English standards for bilingual education, and instituted several programs to improve student behavior. Higher standards for educational leadership have also been set at the state and local levels. For example, the State Department of Education has been reorganized, regional curriculum service units have been set up, the local district monitoring system has been refined, new standards for effective management and financial practices have been put in place, new programs in science, math and computer, and vocational education have been designed, and initiatives to address deficiencies at the district and individual school level have been proposed. Through these reforms, New Jersey has dedicated itself to facing today's educational problems today. (GJ)

ED 266 539 EA 018 217

Impact Report. December 1, 1984-November 30, 1985.
Mid-Continent Regional Educational Lab., Inc., St. Louis, MO.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 85
NOTE- 209p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Education Service Centers; Elementary Secondary Education; Information Centers; *Regional Laboratories; *Regional Programs
IDENTIFIERS- *Mid Continent Regional Educational Laboratory MO; National Institute of Education

This report discusses the activities of the Mid-Continent Regional Educational Laboratory (McREL) from December 1984 through November

ED 266 552 EA 018 242

Cataldo, John J.
Computerized Fleet Maintenance.
PUB DATE- Sep 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Association of School Business Officials (71st, Las Vegas, NV, September 29-October 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bus Transportation; *Computer Oriented Programs; Elementary Secondary Education; *Maintenance; *School Buses; Student Transportation
IDENTIFIERS- Niskayuna Central School District NY

The computerization of school bus maintenance records by the Niskayuna (New York) Central School District enabled the district's transportation department to engage in management practices resulting in significant savings. The district obtains computer analyses of the work performed on all vehicles, including time spent, parts, labor, costs, numbers of repairs, and numbers and times of visits to maintenance facilities. The system enables the department to address recurrent problems, identify vehicles in need of replacement, analyze vehicle usage patterns that can be altered to extend vehicle life, and monitor fuel consumption effectively. The program has decreased the number of repair visits, increased staff awareness of efforts to economize, improved efficiency, and reduced staffing needs. Samples of the forms used in the program are provided and tables displaying data on the program are appended. (PGD)

ED 266 600 EC 182 015

Meline, T.
Verbal Strategies by Specific Language Impaired.
PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Speech-Hearing-Language Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); Elementary Education; *Language Handicaps; *Verbal Communication
IDENTIFIERS- *Referential Communication

In an analysis of verbal strategies, 15 specific language impaired (SLI) children were compared with two groups of normally developing children: age-mates and language-mates. Communicative success or failure was ascertained in tasks requiring Ss to verbally communicate novel referents to an adult. Ss' utterances prior to and following perceived failure were analyze. Results indicated three referential strategies: (1) association of known referent to the novel drawing; (2) description of the novel referent; and (3) mixed responses. SLI and age-mate groups relied on the description strategy significantly more often than language-mates. Further, following a communicative obstacle, age-mate and language-mate Ss adopted a new strategy significantly more often than SLI Ss. SLI Ss failed to respond significantly more often than the other two groups. (CL)

ED 266 631 FL 015 445

Dickson, Peter
Evaluation of the Productive Skills in the Second Language: The Work of the Assessment of Performance Unit (APU).
PUB DATE- 85
NOTE- 15p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Evaluation Methods; Foreign Countries; Language Skills; *Language Tests; *Questioning Techniques; Secondary Education; *Second Language Learning; *Speech Skills; *Test Construction; *Test Use; *Writing Skills
IDENTIFIERS- Great Britain

The work in second language education of the Assessment of Performance Unit, established by the Department of Education and Science of England and Wales to monitor certain areas of the public education curriculum is described. The focus is on the development of a rationale for testing, the elicitation procedures used in the assessment of speaking and writing, methods of assessing performance and their reliability, and the application of the results. Examples of tasks used in the productive language tests and some scales used to measure performance are appended. The methods were developed for testing second language students at the age of 13. (MSE)

Gregory, Margaret R.; Benson, Robert T.
V-TECS Guide for Bookkeeping/Accounting/Payroll Clerk.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 85
NOTE- 196p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accounting; *Bookkeeping; Classroom Techniques; *Clerical Occupations; Equipment; Learning Activities; Lesson Plans; *Office Occupations Education; *Payroll Records; Postsecondary Education; Secondary Education

This guide, an extension of the Vocational-Technical Education Consortium of States (V-TECS) catalog, includes such considerations as background information, decision-making skills, attitudes, and learning methods surrounding the occupations of bookkeeper/accountant/payroll clerk. The guide provides

ED 266 312 CE 043 627

Thomas, Diana
Speaking Skills. Supervising: Communication. The Choice Series #61. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-11-2
PUB DATE- 85
NOTE- 90p.; For related documents, see CE 043 625-626.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington, Tyne & Wear, NE38 7ST, England ($15.00 plus postage; 15% discount on 50 copies, 25% on 100).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

into communication equipment industry and telephone communication industry), and guided missiles and space vehicles industry. Each profile discusses the products/services provided by the industry, employment and earnings data, occupational outlook, demographic characteristics with special focus on women, industry economic characteristics (including corporate identification, sales, international trade), and industry trends. A bibliography of principal published sources used in the analysis concludes each profile. Data tables dispersed throughout the text include tables showing male-female ratios in white collar and blue collar occupations in the industries considered. Discussions of demographic characteristics show generally that occupational segregation persists and that the majority of women employed in microelectronic-related businesses hold the lowest paid, lowest status jobs despite a relatively high level of participation. (YLB)

ED 266 245 CE 043 431

Kaplan, Christine E.
Bridging the Skills Gap. Working Paper Part II: High Technology and Related Occupations.
Wider Opportunities for Women, Inc., Washington, D.C.
PUB DATE- May 84
NOTE- 104p.; For Part I, see CE 043 430. Pages 101-102 (Appendix B) contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Career Education; Computer Oriented Programs; Computers; Data Processing; Emerging Occupations; *Employed Women; *Employment Opportunities; Employment Patterns; Females; Futures (of Society); Industry; Job Skills; *Manufacturing Industry; Microcomputers; Nontraditional Occupations; *Occupational Information; Salaries; Salary Wage Differentials; *Service Occupations; *Technological Advancement

This part of a 2-part working paper identifies and describes major occupational groups that are characteristic of high technology manufacturing and service industries as well as employment sectors that use high technology products in their provision of goods and services. The paper is based on a review of a wide range of employment projections made by federal agencies, independent forecasters and others, and was prepared in the hope that these indicators may provide a foundation upon which an equitable handicapped who did not respond well to written, multiple-choice tests. Recommendations were made to develop further test items so that they correlate with essential competencies in the Texas standards, to continue the validation and field-testing procedures used, and to develop non-testing evaluation instruments. (KC)

ED 266 258 CE 043 503

Noll, Clifford J.
High Technology Internship at the Secondary Level. Final Report.
Edgewood Independent School District, San Antonio, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 31 May 85
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Computer Literacy; Educational Needs; Education Work Relationship; Electronics; High Schools; *Internship Programs; Program Attitudes; *Program Effectiveness; *Program Improvement; *School Business Relationship; *Technological Advancement; *Work Experience Programs

A program was conducted during the Spring semester, 1985, in the San Antonio area to place high school juniors and seniors from three high schools in the Edgewood Independent School District in three-month interships in high-technology industries. Students traveled to their training locations on school-provided transportation on Mondays through Thursdays from approximately noon to 4:30 p.m. On Fridays, students attended a three-hour classroom session. Students were evaluated by industry training supervisors every six weeks. Students successfully completing the session received one and one-half credits toward graduation requirements. Evaluation of the program showed that all connected with it thought it had been successful. At least 70 percent of the industrial trainers rated it highly, while most of the others were at least somewhat pleased. Suggestions were made that a full-time coordinator be hired, that more time be allowed for finding student placements and for students to take computer literacy and basic electronics courses before beginning the internships, and that efforts be continued to articulate the program with area postsecondary institutions. (KC)

Lambrecht, Judith J.
Instructional Microcomputer Applications by Business Teachers in Minnesota.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jan 86
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; *Business Education Teachers; Computer Assisted Instruction; *Computer Managed Instruction; *Computer Oriented Programs; Educational Research; *Equipment Utilization; *Microcomputers; Postsecondary Education; Secondary Education; State Surveys; Teacher Attitudes; Teacher Education; Technology Transfer; Use Studies
IDENTIFIERS- Minnesota

Data were collected from Minnesota secondary and postsecondary business teachers regarding their instructional microcomputer applications and their attitudes about several instructional computing issues. Usable surveys were returned by 342 teachers in 236 schools. The predominant brand of computer at the secondary level was the Apple II; most postsecondary schools used both Apple II and IBM personal computers. High schools had an average of 19 computers for instructional use in the business department; postsecondary schools had an average of 35. The business microcomputer applications currently taught most frequently were word processing, accounting, BASIC programming, spreadsheet use, and database applications. Computers were infrequently used to teach content. The content areas most frequently taught using computers were accounting and keyboarding. Teachers infrequently used computers as a teaching management tool (word processing and spreadsheets). Less than half of responding teachers marked any area of instructional computing as one about which they needed more information; they were often those already using computers most. Teachers teaching with computers liked the experience. Areas of greater indecision were equity in access to computers by teachers and students, copying software for classroom use, and preparation of business teachers for using computers in instruction. (A copy of the survey instrument is appended.) (YLB)

states.) (MN)

ED 266 285 CE 043 568

Terzian, Aram L.; Saari, Marjorie E.
Deafness: A Guide for Employers & Employment Counselors.
Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.
SPONS. AGENCY- New Jersey State Dept. of Labor, Trenton.
PUB DATE- Jan 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Communication Aids (for Disabled); *Communication Problems; Deaf Interpreting; *Deafness; Definitions; Employment Patterns; *Employment Potential; Employment Practices; Federal Legislation; *Hearing Impairments; Individual Needs; Job Placement; Resources; *Stereotypes

This booklet is intended to assist employers and employment counselors in learning more about deafness. The material discusses the myths and stereotypes surrounding hearing-impaired persons and shows how, through accommodations in the workplace, deaf and hard-of-hearing persons can become reliable and productive employees. Addressed in the individual sections of the guide are the following topics: the meaning of the terms deafness, hearing impairment, and hard-of-hearing; ways of overcoming communication barriers; things deaf persons are capable of doing; the benefits of hiring and upgrading deaf workers; the Job Training Partnership Act (JTPA) and deaf persons; biographical sketches of deaf persons at work; and primary resources available to persons employing and/or counseling deaf individuals. (MN)

ED 266 286 CE 043 569

Park, Rosemarie J., Ed.

job-relevant task, performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement testing for these occupations. The guide contains seven units that cover the following topics: management functions; recording entries in journals and ledgers; periodic accounting/reporting activities; general accounting-related activities; payroll activities; activities related to banking; and clerical-related activities. Appendixes to the guide provide a duty and task list, definitions of terms, a tool and equipment list, sources for standards, and a bibliography. (KC)

ED 266 299 CE 043 592

Carr, Gail Hornsby

Characteristics of Florida Vocational Educators and Their Receptivity to and Attitude toward Educational Change and Innovation.

PUB DATE- Dec 85

NOTE- 32p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 6-10, 1985). Tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Agents; Educational Attitudes; *Educational Change; *Educational Innovation; *Educational Practices; Secondary Education; *Teacher Attitudes; *Teacher Characteristics; *Vocational Education Teachers

IDENTIFIERS- Florida

A survey of 400 randomly selected Florida vocational educators was conducted to determine their attitudes toward educational change and how flexible they are. The teachers received a three-part form which was intended to measure demographics, innovativeness-flexibility, and attitude toward innovation. Approximately 330 questionnaires were returned. The results of the survey showed that Florida vocational educators are favorable toward innovation and change as well as flexible. Results of this study also support the relationship between receptiveness to change and a favorable attitude toward innovation. An association between demographic characteristics and attitude toward innovation, flexibility, and innovativeness was supported by this research. Teachers who had more credits and who belonged to professional associations were more innovative. The research findings also

DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; *Communication Skills; Distance Education; Learning Activities; *Listening Skills; *Management Development; Nonverbal Communication; Postsecondary Education; *Speech Skills; *Supervisory Methods; *Supervisory Training

This student guide is intended to assist persons employed as supervisors to improve their speaking skills. Discussed in the three sections are the following topics: interaction between the speaker and listener (using appropriate verbal and body language for different audiences); purposeful speaking and listening (planning and preparing a discussion, steering a discussion, and sticking to the point as a listener); and speaking on one's own (speaking techniques and speaking from notes). Each of these sections contains an introduction, instructional text interspersed with reinforcing learning activities, and a summary for each section. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

ED 266 313 CE 043 629

Vetter, Louise; Richey, Marsha L.
A Guide for Vocational Education Sex Equity Personnel. Update.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 121p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; Adult Vocational Education; Disabilities; Disadvantaged; Educational Legislation; *Federal Legislation; Females; Homemakers; One Parent Family; Postsecondary Education; Secondary Education; Sex Discrimination; *Sex Fairness; Sex Stereotypes; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Sex Equity Coordinators

characteristics, school year, and family in business. Twenty students were selected. A core text was selected and supplemented by incorporating many of the materials and methods found during the search. In a departure from the typical classroom arrangement for lecture presentations, the classroom was arranged as a business conference. The core text included its own quiz that could be used as an assessment instrument. The pretest and posttest statistical evaluations indicated that the program produced statistically significant achievement gains. Participating students found the program interesting, informative, and enjoyable. Appendixes, amounting to well over one-half of the report, include student nomination and survey forms, scoring criteria and candidate scores, core text (table of contents, overview, goals), topical course outline, pretest/posttest, sample student handouts, and student evaluations. (YLB)

ED 266 326 CE 043 677

McCulloch, Cedric S.
USAID Basic Skills Training Project (Jamaica).
PUB DATE- 7 Dec 85
NOTE- 42p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adult Vocational Education; Economic Development; Financial Support; Foreign Countries; *Job Skills; *Job Training; *Labor Force Development; *Nonformal Education; Program Descriptions; *Program Development; Underemployment; Unemployment; Vocational Education; Young Adults; Youth
IDENTIFIERS- *Jamaica

A six-year project is planned to assist in improving a skill training system responsive to the Government of Jamaica's (GOJ) economic policies and labor market needs. The project is designed to achieve its objectives by focusing on three components. The Human Employment and Resource Training Trust (HEART) component is concerned with policy formation, integration, and coordination of all skill training activities. It is also charged with increasing private sector participation in skill training activities and improving placement of skill training graduates in productive employment. The nonformal skills training component addresses the

contraception, sex education by schools and parents, family planning services, and the need for comprehensive prevention programs. A short list of resource documents is included. (NRB)

ED 266 341 CG 018 821

Frenza, Mary
Peer Counseling. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Role; Counselor Training; *Peer Counseling; *Professional Personnel; Program Design; *Program Implementation

Peer counseling is defined and the rationale for using peer counselors is given in this factsheet. A discussion of the history and research on peer counseling is followed by a list of successful peer counseling program foundations. Other sections discuss the operating components of selection, training, supervision, and evaluation. The professional counselor's major responsibilities for peer counseling programs are identified. A short list of resource documents is included. (NRB)

ED 266 342 CG 018 822

Walker, Lynn S.
Mothers' Attributions Regarding the Behavior of Chronically Ill Children.
PUB DATE- Aug 85

ED 266 386 CG 018 866

Greenwood, Peter W.; Zimring, Franklin E.
One More Chance: The Pursuit of Promising Intervention Strategies for Chronic Juvenile Offenders.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
REPORT NO.- RAND/R-3214-CJJDP
PUB DATE- May 85
NOTE- 101p.; For related document, see CG 018 865.
GRANT- 83-JS-AX-0012
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; *Correctional Institutions; Cost Effectiveness; Crime; *Criminals; Criminology; *Delinquency; *Delinquent Rehabilitation; Intervention; Justice; Juvenile Courts; *Recidivism; Youth Problems

This document gives the findings and recommendations of a study designed to identify interventions which can reduce the criminality of chronic juvenile offenders. The findings presented should be of interest to researchers and practitioners who are attempting to devise methods of reducing the crimes of chronic offenders that are more effective and humane than incarceration. The executive summary discusses the ineffectiveness of rehabilitation programs and the problem of chronic offenders who begin their careers as juveniles. The document includes sections on: (1) predictors of chronic criminal behavior including crime causation theories and integrating predictive factors with delinquency theories; (2) assessment of risk including criminal patterns and predicting chronic criminality; (3) legal aspects of rehabilitation and prevention programs; (4) effective approaches in rehabilitation programs including alternatives to training schools and post-program contacts; (5) effective prevention programs in preschools and public schools, and parent training techniques; and (6) the economic benefits to offenders and society of early intervention. Policy implications are discussed. A six-page reference list is included. (ABL)

ED 266 461 CS 209 537

Liebman-Kleine, JoAnne
What Reader-Oriented Literary and Cognitive Theories Have to Give to Composing Theory.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Epistemology; *Language Processing; *Linguistic Theory; *Reader Response; *Reader Text Relationship; Reading Processes; *Reading Writing Relationship; Writing (Composition); Writing Processes

In developing an interactive model of composing, this paper discusses three groups of reader-oriented theories, each of which provides composing theorists with some research and theory to use in developing such a model. First the paper discusses the main principle of the literary reader-response theorists--that the meaning and value of texts do not exist until readers read and respond to them. Second, the paper explores cognitive reader theories--how writers consider and interact with their readers--and explains how readers draw upon schemata to help fill in the gaps and how writers draw upon audience schemata gained from experiences as writers and readers. The paper then focuses on context-oriented reading theory--the belief that schemata are products of the environment in which language occurs. The paper concludes that developing an interactive model of composing moves beyond the constraints of one discipline, helps to patch up the current composition/literature split, and shows the necessity of using writing in the literary classroom. (EL)

ED 266 462 CS 209 538

ED 266 507 CS 505 190

O'Bryan-Garland, Sharon; Swinton, Marilyn
Application of Communication Concepts: Effective Interaction with Students, Teachers, Parents, and Administrators.
PUB DATE- 82
NOTE- 19p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Higher Education; *Interaction; Interprofessional Relationship; *Parent School Relationship; Speech Communication; Speech Curriculum; Speech Instruction; *Teacher Administrator Relationship; *Teacher Student Relationship

A study identified characteristics of social skills and communication qualities that prospective teachers should possess in order to work effectively with students, parents, administrators, and other teachers, and sought to use those findings in designing a communication course for prospective teachers. Subjects, 343 practicing teachers of secondary speech or drama identified competencies they felt were most important. Of the 40 most frequently mentioned competencies, personality characteristics, interpersonal skills and relationships, and planning skills were deemed most important. A course was then developed to examine basic communication theories and to apply the identified skills to teaching strategies. In order to determine whether the course improved the students' communication skills, three groups of students were surveyed. Two of the groups received no special treatment, while the third group took the new course. Results showed that the course emphasizing communication strategies increased students' confidence in their communication skills. (Tables of data are included.) (DF)

ED 266 508 CS 505 201

Studdert-Kennedy, Michael, Ed.; O'Brien, Nancy, Ed.
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-September 30, 1985.
Haskins Labs., New Haven, Conn.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
REPORT NO.- SR-82/83(1985)
PUB DATE- 85
NOTE- 289p.
CONTRACT- NICHHD-N01-HD-5-2910; ONR-N00014-83-K-0083
GRANT- NICHHD-HD-01994; NICHHD-HD-16591; NIHBRS-RR-05596;

ED 266 524 CS 505 220

Babich, Roger M.
Enhancing Basic Course Values and Reducing Problems with a Computer-Assisted Student Assessment Center.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Classroom Techniques; *Communication Skills; *Computer Assisted Testing; Course Descriptions; Higher Education; Program Development; *Program Evaluation; Speech Communication; *Student Evaluation; Teacher Student Relationship; *Time Management; Time on Task

To alleviate problems with course content, procedure, and philosophy identified by basic communication skills students and faculty, the University of Oklahoma developed a computer assisted Student Assessment Center (SAC) as a basic communication course adjunct. The SAC allows students from all sections of the course to take each of the four unit tests on a self-paced flexible schedule outside of regular class time. Two analyses were conducted to determine the impact of the SAC on specific course aspects. The results of the time allocation analysis indicated an increase of about one and one-half weeks devoted to discussion and evaluation of student skill development presentations. Course procedure analysis indicated that problems of inter-section grading inconsistency and instructor evaluation skills were addressed by means of the record keeping and statistical display dimensions of the SAC. The limited use of some of the easily retrievable data from the SAC system encourages instructional improvement by allowing quick and responsible attention to potential problems. (HTH)

EA

ED 266 525 EA 018 003

ED 266 568 EC 181 732

Handicapped Children's Protection Act: Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session on H.R. 1523 to Amend the Education of the Handicapped Act.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 12 Mar 85

NOTE- 71p.; Parts of the document have small print. For the Senate hearing, see ED 262 551.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Costs; Court Litigation; *Disabilities; Due Process; Elementary Secondary Education; Hearings; *Lawyers; Legal Problems; *Parent School Relationship

IDENTIFIERS- Congress 99th; *Education of the Handicapped Act 1970; Proposed Legislation

The proceedings of a 1985 House of Representatives hearing to amend Section 615 of the Education of the Handicapped Act are presented. The hearing focused on questions of paying for attorneys fees in special education due process decisions. Statements are presented by representatives of policy makers, parents, and professional associations regarding a proposed bill, the Handicapped Children's Protection Act of 1985. Statements are included from representatives of the National School Boards Association, the Association for Persons with Severe Handicaps, the Council for Exceptional Children, and the American Association of School Administrators. Among issues addressed are the need for mediation, the question of a cap on lawyers' fees, ways to reduce litigation, and parental frustrations in securing appropriate services for their children. (CL)

ED 266 569 EC 181 733

Handbook on State Aid for Pupils with Handicapping Conditions.

ED 266 647 FL 015 474

Kozelka, Paul R.
Community-Based Language Planning: A Movement Needed and Starting in West Africa. Publication H-7.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-161-0
PUB DATE- 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Languages; Centralization; *Community Role; Comparative Analysis; Cultural Pluralism; *Decentralization; Foreign Countries; Government Role; *Language Attitudes; Language Maintenance; *Language Planning; Models; Official Languages; *Policy Formation
IDENTIFIERS- *Africa (West)

National language planning involves four interdependent processes that ideally constitute a cycle: fact-finding, policy formation, implementation, and evaluation. Each of these processes is more difficult in the relatively young but highly pluralistic nations of Africa. A community-based model of language planning offers ways to alleviate or rectify some of those problems by the use of a decentralized and more participatory approach to the language planning process. Whereas African governments feel compelled to assume most of the responsibility for all stages of language planning, more local-level input and activity could provide greater benefits at reduced cost. The community-based language planning model (CBLP) includes establishment of a community language center at the geographic or demographic center of the language community, which would be requested by the community and staffed by trained local native-speakers. The community would be responsible for the material needs of personnel and operations and for public relations. Certain language tasks, such as instructional programs and literacy projects, would have to be accomplished within a predetermined governmental time-frame. CBLP claims to offer a more direct route to successful planning and implementation by making language managers aware of public needs and usage, by making users aware of language planning agencies' products and services, and by creating a demand for those services. (MSE)

ED 266 648 FL 015 475

Gibson, Deborah
A Student-Centered Writing Curriculum.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of TRI-TESOL

ED 266 371 CG 018 851

Otto, Mary L.; Brown, Robert W.
Group Treatment for Abusive Parents.
PUB DATE- 2 Apr 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Children; Family Counseling; Family Problems; *Family Violence; *Group Therapy; *Parent Child Relationship; *Parent Counseling; *Parenting Skills; Parents; Peer Groups; Social Support Groups

While abusive parents appear to be much like non-abusive parents, some characteristics of the most abusive parents can be described. These abusive parents exhibit traits which include: (1) isolation from close family and friends; (2) unrealistic expectations; (3) a childhood marked by abuse, lack of love, and inconsistent caregiving; (4) negative perceptions of their children; (5) feelings of unworthiness of love; (6) lack of skilled parenting, yet episodes of affection; and (7) fear of helping agencies because these agencies may take their children away from them. Group counseling with peer support can be useful therapy. Participants are encouraged to socialize and contact each other as a method of support network building. This therapy works for volunteer participants. A professional leader should discuss the relationship between parent behavior and child behavior. The leader and paraprofessional facilitator should be parents. Physical abuse is worked on first and parents are taught to think about the best ways to handle difficult situations with children. The leader can then

ED 266 401 CG 018 881

High School Career Guidance User's Handbook.

Portland Public Schools, OR. Career and Vocational Education Dept.

PUB DATE- Jun 85
NOTE- 132p.; For the middle school user's handbook, see CG 018 882.
AVAILABLE FROM- Portland Public Schools, 501 N. Dixon St., Portland, OR 97227. Attn.: Career/Voc. Ed. Dept. ($5.00/copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Career Education; *Career Guidance; *Class Activities; *Course Descriptions; High Schools; *High School Students; Learning Activities; School Counselors; *School Guidance; Secondary School Teachers

This handbook was designed as a resource for high school personnel to use in meeting Oregon's required one-half credit in career development. It provides information for school personnel concerned with developing a set of educational, career, and vocational guidance responsibilities and with clarifying the duties of high school counselors and teachers. A team approach to career and vocational guidance that involves a career education coordinator, counselors, teachers, parents, and other staff personnel is encouraged. The handbook is divided into three sections. Section I contains background information on the Career Development Program. Suggested career education activities to be performed by high school counselors are listed; the formation of a Career Resource Center where all career information is accumulated for student, counselor, and teacher use is explained; and suggested career information for high school libraries or resource centers is included. A Career Exploration Class outline for 90 47-minute class periods is provided. The use of individual file folders to maintain career data through the students' school years is explained. Testing and interest inventories are listed and grade levels for inventory administration are suggested. Section II contains 29 student activities and relevant worksheets for use in grades 9

ED 266 415 CS 008 306

Meyer, Linda A.; And Others
Observation and Coding Manual for the Longitudinal Study of Reading Comprehension and Science Concept Acquisition (Third Edition). Technical Report No. L-1.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Dec 85
NOTE- 68p.
CONTRACT- 400-81-0030; NSF-MDR-85-50320
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Codification; Concept Formation; *Data Collection; Elementary Education; Elementary School Students; Longitudinal Studies; *Reading Comprehension; *Reading Research; *Research Methodology

This manual describes the model--specifically the observation procedures and coding systems--used in a longitudinal study of how children learn to comprehend what they read, with particular emphasis on science texts. Included are procedures for the following: identifying students; observing--recording observations and diagraming the room; writing transcripts--noting instructional and noninstructional utterances, and reporting other than whole-class instruction; updating, coding, and storing rosters; preparing coding sheets; and assuring reliability. Codes and

ED 266 430 CS 008 328

Readmore's Reading Recipes: The Ingredients to a Successful Concoction of Classroom Reading Activities.

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Reading Effectiveness.

PUB DATE- 86
NOTE- 30p.; Original document was on 4x6 cards; each section was a different color.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Education; *Learning Activities; *Reading Comprehension; *Reading Games; *Reading Instruction; Reading Skills; Study Skills; Teaching Methods; Vocabulary Skills; *Word Recognition; *Word Study Skills

Created by contributing teachers to provide Indiana teachers with new ideas for classroom reading activities, this set of cards (which can be kept in a resource file) may be used to motivate, challenge, and reinforce reading skills. The first card lists considerations for developing games, while the remaining cards describe approximately 40 classroom games under four topics: vocabulary, comprehension, word recognition, and study skills). Each card includes the name of the activity, the objective, the number of participants and materials needed, the directions, and the name of the teacher who submitted the idea. (EL)

ED 266 445 CS 008 347

Reading, Grade 8. Oregon Statewide Assessment, 1985.

Oregon State Dept. of Education, Salem.

PUB DATE- Oct 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Grade 8; Inferences; Junior High Schools; Junior High School Students; *Program Evaluation; Reading Ability; *Reading Comprehension; *Reading Programs; *Reading Tests; Scores; *State Programs; State Standards; Study Skills; Test Interpretation
IDENTIFIERS- Oregon

In the spring of 1985, the Oregon Department of Education conducted an assessment of eighth graders' skills in writing, reading, and mathematics. The state reading test consisted of two parts: the first designed to measure students' inferential and evaluative reading comprehension and selected study skills, the second designed to measure students' literal comprehension. After the tests were scored, an interpretive panel of teachers and curriculum specialists convened to draw conclusions about strengths and weaknesses in student performance and to identify statewide needs for program improvement. Among their recommendations and findings are the following: (1) student performance on evaluative comprehension and study skills was at an acceptable level; (2) Oregon's eighth graders are reading at a level appropriate for the reading level of state adopted textbooks; (3) student performance on inferential comprehension, evaluative comprehension, and study skills places Oregon eighth graders at approximately the 62nd percentile nationally; and (4) 80% of the students could easily read and comprehend the Oregon Driver's Manual. (Test results are included as well as sample passages of the test.) (HOD)

ED 266 476 CS 209 575

Young, Art
Research Connections: Writing in the Disciplines.
PUB DATE- 27 Dec 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Modern Language Association (Chicago, IL, December 26-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Content Area Writing; Higher Education; Inservice Teacher Education; Program Descriptions; *Program Evaluation; Teacher Improvement; Teacher Workshops; Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- *Writing across the Curriculum; Writing Attitudes; Writing Workshops

The writing across the curriculum program at Michigan Technological University was designed to change teacher and student attitudes about course-assigned writing as well as to change writing practices by means of a series of faculty workshops. After four years, a team of seven faculty members from rhetoric and composition, literature, psychology, and linguistics--with the help of faculty from several other fields--designed a research and evaluation program to determine the success of the writing across the curriculum project. The evaluation proved that many students and instructors came to view writing as a complex and central activity, integral to learning and understanding in all disciplines. A total of 20 individual studies was conducted for the evaluation, including the following: (1) two studies of student laboratory reports, in biology and engineering, which showed the success of the faculty workshops; (2) a writing assessment of engineering students, which showed that the evaluation design had not been integrated to program goals as well as it might have been, and that the program itself was not quite as effective with engineering students as the faculty had hoped; and (3) two studies of student journals in mathematics and civil engineering, which showed that speculative writing plays an important role in student learning in content area courses. Among other things learned by this evaluation was the value of the multiple measures approach. (HTH)

ED 266 492 CS 209 610

Instructional Program in Reading/Language Arts: Core Book Lists and Additions.

Montgomery County Public Schools, Rockville, Md.

PUB DATE- Jan 86

NOTE- 54p.; This book list is used in conjunction with the reading guide--CS 209 609.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTORS- Bibliographies; Biographies; Curriculum Development; Elementary Education; Fables; Folk Culture; *Listening Skills; Novels; Poetry; *Reading Instruction; *Reading Materials; Short Stories

Intended for use with the instructional program in reading and language arts of the Montgomery County, Maryland, public schools, this book list contains brief annotations of more than 300 books. The annotations are arranged in the following categories: (1) short narratives, (2) fables, (3) folk tales, (4) legends, (5) novels, (6) biographies, (7) story poems, and (8) exposition for kindergarten through third grade. Each annotation contains price and publisher information, as well as recommended grade levels for its use. (FL)

ED 266 493 CS 505 052

Lanigan, Richard L.

The Convention of "Conventions": A Phenomenological Reflection on the

ED 266 553 EA 018 250

Williams, Michael F.
The Trimester Scheduling Plan: Flexibility in the High School Curriculum.
PUB DATE- 85
NOTE- 5p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Atlanta, GA, February 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Faculty Workload; High Schools; School Schedules, Teacher Student Relationship; Time Management; *Trimester System
IDENTIFIERS- Warren County Public Schools NC

Warren County (North Carolina) High School is in its fourth year of a plan that divides the 180-day school year into three 60-day trimesters. Each day contains four class periods, and each trimester-long course earns students one-half credit. All students and teachers are rescheduled at the beginning of each trimester. The plan's many advantages include more efficient use of time, encouragement of faculty coordination, improved scope for broadening the curriculum, decreased demands on resources, greater flexibility in scheduling and making changes, and increased time during the day for the development of effective relationships between students and teachers. Disadvantages include the breakup into two or more parts of courses traditionally seen as whole units, class periods that may be overlong for some subjects, decreases in the number of days available for development of relationships between students and teachers, difficulties in scheduling for transfer students, and the need to undertake the

ED 266 584 EC 181 748

Steyn, I. N.
Planning Teaching Strategies for the Gifted--A Curriculum Developmental Task.
PUB DATE- Jun 84
NOTE- 13p.; Paper presented at "Ingenium 2000" International Conference: Education for the Gifted (Stellenbosch, Republic of South Africa, June 26-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Gifted; *Teaching Methods

The paper asserts that a scientifically structured curriculum is the basis of successful teaching of gifted pupils and that guidelines for teaching strategies within this curriculum should be set out. A self-study approach is considered as one effective way to help gifted learners master basic knowledge. Contributions of such components as group discussions, seminars, and simulation games are considered. Student research projects or independent study tasks are another component of the self-study approach. A three-page bibliography is included. (CL)

ED 266 585 EC 181 749

Rogan, Laura L.; Hartman, Lenore D.
Adult Outcome Related to Educational Attainment of Cove School Follow-Up Study Participants.
PUB DATE- Feb 85
NOTE- 34p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (San

ED 266 601 EC 182 016

Rutherford, Robert B. Jr., Ed.
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders, Volume 8, Summer 1985.
Arizona State Univ., Tempe.; Council for Children with Behavioral Disorders.; Teacher Educators for Children with Behavioral Disorders.
PUB DATE- 85
NOTE- 133p.
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. B299; $6.00, $5.10 CEC member, $5.00 with purchase of 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autism; *Behavior Disorders; Delinquency; Elementary Secondary Education; *Interpersonal Competence; *Intervention; Mainstreaming; Media Selection; Program Development; Student Characteristics; *Teacher Education

The monograph includes 11 papers presented at a 1984 conference on severe behavior disorders of children and youth. Papers deal with research, practice, and teacher training issues. The following titles and authors are represented: "Person-Environment Fit: A Unifying Concept for Special Education" (F. Hewett); "The Learning-to-Fail Phenomenon as an Obstacle to Mainstreaming Children with Behavioral Disorders" (R. Gable et al); "Early Intervention for Behaviorally Disordered Children: An Integrative Review" (M. Mastropieri et al); "Psychometric Characteristics of the SBS Student Inventory of Social Behavior Standards/Expectations and the SBS Correlates Checklist" (G. Horton et al); "Characteristics of Extended Programs for Autistic Students" (J.

ED 266 617 EC 182 035

Moffitt, Karen
Childhood Cancer: A Medical, Psychosocial and Educational Approach.
PUB DATE- Oct 85
NOTE- 8p.; Paper presented at the Council for Exceptional Children/Division for Early Childhood National Early Childhood Conference on Children with Special Needs (Denver, CO, October 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cancer; Coping; Early Childhood Education; Educational Needs; *Emotional Adjustment; Parent Role; *Parent School Relationship; *Psychological Needs; Special Health Problems; *Student Needs
IDENTIFIERS- *Pediatric Cancer Patients

The paper examines the psychological and educational needs of children with cancer. The importance of cooperation among the home, hospital, and school is stressed. Potential effects of cancer and treatment include decreased school attention, drops in IQ scores, and diminished abilities of the central nervous system resulting in impaired perceptual motor, sensory, reasoning, and intellectual activities. Psychological effects, including depression, behavior problems, and unwillingness of parents to discipline the children are noted. Implications for teachers dealing with children who have cancer are considered. Indicators of potential problems, including close exposure to chicken pox, paleness in the face, and excessive bruising are listed. The paper concludes with a brief summary of ways in which the school can facilitate the pediatric cancer patient's reentry to school. (CL)

Kilborn, Mary C.
Developing Classroom Teachers' Assessment Skills.
PUB DATE- 85
NOTE- 13p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Educational Research; Foreign Countries; *Language Tests; Program Descriptions; Scoring; Secondary Education; *Second Language Learning; *Teacher Attitudes; Teacher Education; *Testing Programs; *Test Use; Verbal Tests
IDENTIFIERS- Scotland

The preliminary work of the Scottish "School-Based Assessment of Communicative Foreign-Language Skills in Secondary Classes 3 and 4" to train teachers to undertake increased testing responsibilities under recent educational reforms is explained. The models of communicative competence and performance being developed for use with classroom teachers are presented. An account is given of the foreign language assessment practices observed and the evaluation of the data in terms of the extent to which the assessment practices currently in use appear to elicit evidence about pupils' communicative foreign language proficiency. The general pattern of oral testing, including test management, scoring, examiner behavior, and the dimensions of communicative performance being tested, observed during preliminary visits to six cooperating schools and the attitudes of teachers concerning the teaching and assessment of communicative skills are described. The future action research strategy of the project is also outlined. (Author/MSE)

ED 266 356 CG 018 836

Safian-Rush, Donna
Program Learning: Dealing with Common Problems in the Residential Child and Adolescent Psychiatric Unit.
PUB DATE- 85
NOTE- 55p.; Some pages contain broken type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Behavior Problems; Children; *Hospitalized Children; Mental Disorders; Mental Health Programs; Patients; Professional Training; Programed Instruction; *Programed Instructional Materials; *Psychiatric Hospitals; *Residential Institutions; Therapists
IDENTIFIERS- *Patient Management

This manual is a programed learning tool for mental health professionals which teaches child and adolescent patient management skills to be used in a residential psychiatric care setting. The introduction to the paper describes the basic differences between adult and child psychiatry; behaviors that are abnormal for adults, such as having imaginary friends or elaborate rituals are normal for children. The programed learning text consists of brief patient distribution of new high technology jobs to women can be built. An introduction discusses women's employment in the high technology industries today and in the future. The occupational profiles are divided into four sections. Section I groups technical occupations that are typical of microelectronics-based manufacturing and other industries that have adopted computerized systems. These range from bench assemblers to electrical engineers. Section II discusses computer-based jobs that are becoming common in most employment sectors. The primary focus is on data processing professionals and computer operators. Section III profiles selected occupations, complementary to high technology but also associated with other employment sectors. These include mathematics specialists and sales and marketing personnel. These first three sections provide job descriptions and requirements and employment and earnings data. Section IV covers technical occupations that are developing in response to emerging technologies. The focus is on defining the technologies rather than on specific occupations. Appendixes include three charts showing the job outlook in brief for over 200 jobs grouped into 18 occupational clusters and the importance of mathematics and science respectively to future employment opportunities. (YLB)

ED 266 246 CE 043 456

Lehmann, Jean P.; McAlonan, Susan J.
Vocational Assessment Handbook.
Colorado State Board for Community Colleges and Occupational Education, Denver.; University of Northern Colorado, Greeley.
PUB DATE- 85
NOTE- 183p.; The greater part of the manual is printed on colored paper.
AVAILABLE FROM- Vocational Teacher Education, University of Northern Colorado, McKee 425, Greeley, CO 80631 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Disadvantaged; Educational Diagnosis; Evaluation Criteria; Evaluation Methods; Individualized Education Programs; Occupational Tests; Performance Tests; Program Development; Questionnaires; Records (Forms); Secondary Education; *Statewide Planning; *Student Evaluation; Testing Programs; Tests; *Vocational Education; *Vocational Evaluation

ED 266 259   CE 043 507

Whittington, Herschel K.
Fiber Optics Technician. Curriculum Research Project. Final Report.
Henderson County Junior Coll., Athens, TX.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Needs; Educational Opportunities; Employment Patterns; Employment Projections; Futures (of Society); Job Skills; Labor Market; *Labor Needs; Needs Assessment; *Optics; Paraprofessional Personnel; Postsecondary Education; Program Content; State Surveys; *Statewide Planning; *Technical Education; Technical Occupations; Two Year Colleges
IDENTIFIERS- *Fiber Optics; Special Needs Students; *Texas

A study examined the role of technicians in the fiber optics industry and determined those elements that should be included in a comprehensive curriculum to prepare fiber optics technicians for employment in the Texas labor market. First the current literature, including the ERIC database and equipment manufacturers' journals were reviewed. After the continuum of job tasks required for fiber optics technicians was identified, the occupational skills required of fiber optics technicians in the Texas labor market were analyzed through a users' survey. An advisory committee of representatives of business/industry technical educators, other educators, and Texas Education Agency personnel was formed. Data from the literature search, advisory committee input, and site visits to fiber optics plants in Texas and a fiber optics conference were incorporated into recommendations concerning an appropriate training curriculum for fiber optics technicians and suggested methods for providing services to special needs students. Finally, all materials developed during the project were validated. (Appendixes to this report, which comprise more than half the document, include the industry needs survey, and equipment list for training stations, a list of fiber optics manufactures, quarterly project reports, a task analysis, and a list of advisory committee members.) (MN)

ED 266 273 CE 043 549

Gaul, Patricia Reitz
Evaluation of the Effectiveness of Work Study Students in Extension and Expansion of Literacy Services in Delaware County.
Delaware County Literacy Council, Chester, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Aug 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; College Students; *Literacy Education; *Program Effectiveness; Program Implementation; *Tutoring; *Tutors; *Work Study Programs
IDENTIFIERS- *Delaware County Community College PA

Delaware County (Pennsylvania) Community College received a grant from the U.S. Department of Education to use college work-study students to teach literacy. The college cooperated with the Delaware County Literacy Council in order to train tutors and clerical personnel and place them in tutoring or program support functions. A total of 30 students were trained. On the whole, the program was successful in increasing the number of tutors available to teach literacy, while providing income to students. Problems included funding cuts causing the position of part-time coordinator at the college to be eliminated, and the loss of some students' work-study grants after they had started in the program. As a results, more work was assumed by the Literacy Council, and the effort became more like their regular volunteer efforts. In part, this simplified the program, leaving only one "boss" for the students; however, many of the tutors were lost due to their need to earn an income. Other problems were encountered with scheduling and conflicts about vacations, full-time jobs, and lack of transportation. On the whole, however, the participating institutions felt that the program was worthwhile, that problems must be anticipated and compensated for in order to reap positive benefits. Job descriptions, press releases, and other public relations materials are appended. (KC)

Basic Skills and the Workforce. Proceedings of an Invitational Conference to Address the Training and Retraining and Productivity of Minnesota Workers (Minneapolis, Minnesota, December 1984).
Minnesota Univ., Minneapolis.
PUB DATE- Dec 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Basic Skills; Demography; Dislocated Workers; Educational Legislation; Educational Needs; *Educational Policy; Labor Market; Manufacturing Industry; Needs Assessment; Policy Formation; Postsecondary Education; *Productivity; *Retraining; Skill Development; Skill Obsolescence; State Legislation; *Statewide Planning; Technological Advancement; *Training Objectives; Unemployment; Urban Areas; Urban Education; Youth Employment
IDENTIFIERS- *Minnesota

These proceedings consist of summaries of the following papers and discussions that were presented at a conference designed to bring leaders from education, business, state and local government, and labor together to discuss Minnesota's need to address the issue of basic skills in the workplace. The volume begins with a foreword by Rosemarie Park and includes summaries of the following: a presentation made by Harold Hodgkinson entitled "Basic Skills and the Workforce: Demographic Trends," a "Roundtable on Urban Youth" that was convened by Mary Jo Richardson on the basic and work skill needs of urban youth, a roundtable that was chaired by Monica Manning on workers being recycled into high technology, a roundtable that was chaired by Jeff Farmer on the educational needs of workers in manufacturing industries facing retraining, a roundtable that was jointly chaired by Greta Ploetz and Paul Moe on the educational needs of the structurally unemployed, and a speech by State Senator Roger Moe entitled "A Legislative Response to the Training and Retraining Needs of One State." (MN)

ED 266 287 CE 043 572

Displaced Homemaker's Guide to the Carl Perkins Vocational Education Act of 1984.
Displaced Homemakers Network, Washington, DC.
PUB DATE- 85

determined an association between flexibility and change receptivity. Recommendations for further research efforts include a measure of the innovations teachers have implemented in order to show a relationship between the survey results and proof that the teachers are practicing innovators. Eleven tables and a reference list are included. (KC)

ED 266 300 CE 043 595

Coordinate On-the-Job Instruction. Second Edition. Module J-7 of Category J--Coordination of Cooperative Education. Professional Teacher Education Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-194-9
PUB DATE- 86
NOTE- 78p.; For other modules, see ED 262 292, ED 264 443, CE 043 551-555, and CE 043 638-639.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Case Studies; Check Lists; Classroom Observation Techniques; Competency Based Teacher Education; *Cooperative Education; *Coordination; Educational Cooperation; Evaluation Criteria; *Instructor Coordinators; Learning Activities; Learning Modules; Lesson Plans; *On the Job Training; Postsecondary Education; Records (Forms); Scheduling; Student Evaluation; Supervisory Methods; *Teacher Education; *Vocational Education; Vocational Education Teachers

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with coordinating on-the-job instruction. Addressed in the individual learning experiences which comprise the module are the following topics: the purposes and the type of planning required for coordinating and supervising on-the-job instruction, planning a schedule for coordination visits, making and recording observations and recommendations, critiquing the performance of a

This reference guide for sex equity coordinators identifies the requirements of the Carl D. Perkins Vocational Education Act of 1984 for sex equity. An introduction discusses the purpose of the Perkins Act and personnel requirements regarding the elimination of sex discrimination and sex stereotyping. The next section identifies the requirements of the state plan, as they relate to the sex equity coordinator. The next eight sections are organized under the eight functions (or responsibilities) of the sex equity coordinator as identified in the Perkins Act, which requires the coordinator to: (1) administer the program of vocational education for single parents and homemakers and the sex equity program; (2) gather, analyze, and disseminate data; (3) review vocational education programs and submit recommendations; (4) submit to the State Board an assessment of the state's progress; (5) review proposed actions on grants, contracts, and the policies of the State Board; (6) develop recommendations for programs of information and outreach; (7) provide technical assistance; and (8) assist administrators, instructors, and counselors in implementing programs and activities. Each section includes examples of ways states are implementing the provisions. A discussion of organizing the sex equity effort follows. A section on resources concludes the guide. Appendixes describe how states are implementing sex equity and provide a list of state sex equity coordinators. (YLB)

ED 266 314 CE 043 630

Lewis, Morgan V., Comp.; Martin, Scott, Comp.
Measures of Occupationally Specific and Nonoccupationally Specific Knowledge and Skills: A Compendium.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 125p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum Study Centers; Databases; *Employment Potential; Information Services; *Job Skills; *Occupational Tests; Postsecondary Education; Secondary Education; *Test Format; *Testing Programs; Test Items; Test Reliability; Test Selection;

need to upgrade and expand the facilities, equipment, instructional technology, and management necessary for delivering a flexible, comprehensive, and expanded program of nonformal skill training. Responsibility for this activity rests with the Ministry of Youth and Community Development. The formal skill training component under the auspices of the Ministry of Education focuses on the need to expand the facilities, equipment, management, and instructor training necessary for delivering a viable, flexible, and expanded formal program of technical-level skill training. Each component is to offer technical assistance and participant training. Project funding will come from USAID (U.S. Agency for International Development) and the GOJ. Both internal and external evaluations are planned. (YLB)

ED 266 327 CE 043 678

Recommended Qualifications, Duties and Responsibilities for Administrators of Technology Education (Industrial Arts).

American Council of Industrial Arts Supervisors, Washington, D.C.; International Technology Education Association, Reston, VA.

PUB DATE- 85
NOTE- 17p.
AVAILABLE FROM- International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Qualifications; *Administrator Responsibility; Educational Administration; Educational Background; *Industrial Arts; Leadership Qualities; *Public Relations; School Community Relationship; Secondary Education; *Supervision; Work Experience

This booklet sets forth a set of qualifications and responsibilities for state and local administrators of technology education (industrial arts). A brief discussion of leadership and qualities of the leader is presented first. The responsibilities and duties are organized into outline form. They are categorized under these headings: personal history (education/certification, experience, personal characteristics), administrative responsibilities (executive, personnel, budget), supervisory (program, support functions), and public relations (school-community relationships, school-community communications).

NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- HD0-6351
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior; Bias; Children; *Diseases; *Locus of Control; *Mother Attitudes; *Parent Child Relationship
IDENTIFIERS- *Chronically Ill Persons

Parents of chronically ill children are faced with the difficult task of being vigilant and yet not overprotective of their children. The literature suggests that parents hold a positive bias toward their ill children. Attribution theory gives a framework in which to study parents' ideas about their children's behavior. A study was conducted to test the hypothesis that if parents are particularly tolerant of the behavior of chronically ill children, then parents would be expected to make attributions that minimize negative child behavior and accentuate positive child behavior. Participants included 24 mothers of children with insulin-dependent diabetes, 24 mothers of children with cystic fibrosis, and 24 mothers of healthy children. Ages of children ranged from 8 to 18. Mothers described two compliant interactions with the child and two noncompliant interactions and then rated the causes as internal to the child, stable or unstable, controllable or uncontrollable by the child, and specific or global. Mothers in general attributed their children's positive behavior to be more internal and stable than current research suggests. Mothers of the chronically ill children exhibited even greater positive bias, finding global implications for positive behavior and specific causes for negative behavior. (ABL)

ED 266 343 CG 018 823

Health Insurance for Pregnant Minors. A Report from the State Board of Insurance to the 69th Texas Legislature, 1985.
Texas State Board of Insurance. Research and Information Services.
PUB DATE- 85
NOTE- 222p.; Some pages may be marginally legible due to small, light type.
LANGUAGE- English

problem scenarios with possible answers from which to select. The user is then given the correct response with the reasoning behind it. The 14 topics dealt with include refusing to get up, personal hygiene, smoking, power struggles, scapegoating, removing a disruptive child from the classroom, refusing to see a doctor, cursing, demanding to go to the low stimulus area, refusing medications, crisis management, refusing to participate, possessive-aggressive argument, and sexual activity. (ABL)

ED 266 357 CG 018 837

Englis, Basil G.

The Conditioning of Counter Empathy toward In-Group and Out-Group Members.

PUB DATE- Mar 85

NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Congruence (Psychology); *Emotional Response; *Empathy; *Group Behavior; *Group Dynamics; Higher Education; Identification; Interaction; Males; Psychological Studies

Research has shown that observers' vicarious emotional reactions to an in-group member's facial display of pleasure and pain are highly differentiated and empathetic, while responses to the expressive displays of an out-group member are relatively undifferentiated and indifferent. This study examines the effects of perceived group membership on vicarious emotional responses under conditions of symmetric (concordant) or asymmetric (discordant) contingencies between a coactor's expressive displays. Subjects (N=80) were male undergraduates paid for their participation in a study which they were told examined decision making. Subjects were told that a computer evaluated the scores of participants and made group assignments. Subjects performed decision-making tasks, with one-half of the subjects informed of a third participant (the coactor) involved. Subjects worked through a series of decisions for which they were rewarded with candy or punished by electrical shock. The coactor on videotape displayed pleasure or pain. During exposure to affectively relevant consequences (acquisition) empathetic and counter-empathetic responses were wholly determined

teach age appropriate behavior in children. Group members should complete each stage before beginning a new one. (ABL)

ED 266 372 CG 018 852

Davis, Barbara W.
The Cooperative Extension Service: Educating for Mid- and Later-Life Transitions.
PUB DATE- 24 Nov 85
NOTE- 12p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Daily Living Skills; Family (Sociological Unit); *Family Life Education; Family Structure; *Lifelong Learning; *Older Adults; Prevention; Program Guides; *Transitional Programs
IDENTIFIERS- *Cooperative Extension Service; Life Span Development; *Life Transitions

The Cooperative Extension Service is targeting more educational programs to older people and families. This coincides with the increasing numbers of older persons and four generation families. The Extension Service seeks to provide preventive education which will help individuals make informed decisions and develop living skills. The Extension Service also attempts to strengthen and enrich family life. An important time for people to receive these services is when they are undergoing life transitions. A survey of Extension programs in 19 states reveals that existing programs help individuals experiencing transitions in: (1) their individual lives (example would be starting a second career); (2) family relationships (example would be marital adjustment); and (3) family structure (examples would be widowhood or remarriage). Methods of delivery include support groups, newsletters, radio, television, correspondence courses, and newspaper articles. A manual to be used as a guide for planning Extension programs across the lifespan is being developed and will be sent to family living Extension staff persons. (ABL)

ED 266 387 CG 018 867

Greenwood, Peter W.; And Others
Factors Affecting Sentence Severity for Young Adult Offenders.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
REPORT NO.- RAND/R-3173-NIJ
PUB DATE- Aug 84
NOTE- 82p.
GRANT- 81-IJ-CX-0054
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($7.50/copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Age Differences; *Criminals; *Criminology; Delinquency; *Justice; *Sentencing; *Young Adults

This document analyzes the sentencing of young adult defendants in comparison with older adult and younger juvenile offenders, and disputes prior research which held that young adults received more lenient sentencing, perhaps because of the restrictions on disclosing juvenile delinquency histories. The document presents data from samples of young males arrested for armed robbery or residential burglary in Los Angeles County, California; Clark County, Nevada; and King County, Washington. Results of data analysis are presented which indicate that: (1) no evidence of consistent leniency towards young adult offenders was found; (2) both juveniles and young adults with extensive records were sentenced more severely than those with lighter records; (3) the availability of prior records did not guarantee such records would have an effect; (4) consideration of juvenile records only at sentencing may provide adequate discrimination between chronic and occasional offenders; and (5) juvenile arrest charges not resulting in a finding of delinquency are often used to represent the defendant's criminality. Sections of the document discuss origins of the "undue leniency" belief, juvenile records as sentencing data, and differences in disposition patterns of youthful offenders. Reference tables, research design, and references are appended. (ABL)

through 12. Section III contains samples and lists of the resource materials that are used throughout this handbook. (NRB)

ED 266 402 CG 018 882

Middle School Career Guidance User's Handbook.
Portland Public Schools, OR. Career and Vocational Education Dept.
PUB DATE- Jun 85
NOTE- 287p.; For the high school user's handbook, see CG 018 881.
AVAILABLE FROM- Portland Public Schools, 501 N. Dixon St., Portland, OR 97227. Attn.: Career/Voc. Ed. Dept. ($7.50/copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Career Education; *Career Guidance; *Class Activities; *Course Descriptions; Junior High Schools; Junior High School Students; Learning Activities; *Middle Schools; School Counselors; *School Guidance; Secondary School Teachers

This handbook was designed as a resource for middle school personnel to use in meeting Oregon's required one-half credit in career development. It provides information for school personnel concerned with developing a set of educational, career, and vocational guidance responsibilities and with clarifying the duties of middle school counselors and teachers. A team approach to career and vocational guidance that involves a career education coordinator, counselors, teachers, parents, and other staff personnel is encouraged. The handbook is divided into three sections. Section I contains an introduction to career education and provides background information on career education in the middle grades. Minimal expectancies for grades 6, 7, and 8 are listed; the use of individual file folders to maintain career data through the students' school years is explained; a middle school needs assessment is included; and guidance and counseling goals are discussed. Testing and interest inventories are listed and grade levels for inventory administration are suggested. The use of Career Days or Career Fairs is described and relevant forms are given. Section II contains a suggested matrix, student activities, worksheets, and handouts for use in the career education program. The activity-by-month matrix lists activities for grades 6, 7, and 8. Five program goals are suggested for each grade and each goal is accompanied by a set of career guidance activities. Title, grade level, objectives, time, and procedures are included for each of categories describing the following are defined: group and individual student-teacher interactions--frequency of group meetings and combined groups; noninstructional time--teacher directed instruction, including all other subject areas, adult reading, teacher assigned centers, and testing; teacher-initiated instructional interactions (questions and statements) regarding vocabulary, sequencing, paragraph comprehension, spelling, grammar, or repetition of a word; and teacher feedback--praising, ignoring, or requiring homework. Also included are examples of transcripts, coding sheets, references, and graphic presentations of the model. (LLZ)

ED 266 416 CS 008 308

Sagaria, Sabato D.; Derks, Peter L.
The Effect of Pictures and Humor on Memory for Verbal Material in Two Extreme Scholastic Aptitude Populations.
PUB DATE- 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; *Cognitive Processes; College Students; Higher Education; *Humor; Illustrations; Learning Processes; Learning Strategies; Memory; Reading Comprehension; *Reading Research; *Recall (Psychology)

In an effort to understand why pictures are used to supplement learning material, a study explored (1) the role of humor in recall, and (2) whether the effects of humor are independent of the individual's ability level. Subjects--students from either the high SAT (approximate average of 1200 points) population (HS), or the low SAT (approximate average of 800 points) population (LS)--were randomly assigned to one of four experimental groups that studied (1) cartoons with humorous captions, (2) cartoons with nonhumorous captions, (3) the humorous captions alone, or (4) the nonhumorous captions alone. Results indicated that humor has little or no noticeable effect, or a negative effect, on free recall for both the HS and the LS college populations. The LS participants rated the material as more humorous than did the HS population, but recalled less. Recall was lowest for the HS group that read

ED 266 431 CS 008 329

Alvermann, Donna E.
Discussion vs. Recitation in the Secondary Classroom.
PUB DATE- Dec 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Comparative Analysis; *Content Area Reading; *Discussion (Teaching Technique); Nonverbal Communication; Reading Instruction; *Reading Research; Secondary Education; *Teacher Student Relationship; Verbal Communication
IDENTIFIERS- *Recitation

Since confusion continues to exist over what teachers mean when they say they are holding a discussion over previously assigned content reading materials, a study compared and contrasted the verbal and nonverbal interactions between teachers and students (or students and students) in eight content area classrooms in rural high schools in Georgia. Prior to the videotaping, teachers were told to ask the students to engage in a discussion of the reading materials that were assigned the day before. Results showed a relationship between the type of interaction pattern observed (discussion versus recitation) and the particular content area in which the observations were made. By comparison, the teachers of social studies and literature encouraged more recitation-like interactions than did their colleagues who taught science and health/human development. The science and health/human development teachers--more than the social studies and literature teachers--expected students to participate in whole class discussion as a follow-up to the reading assignments. Data suggested that the teachers communicated certain procedural display models from which students were able to pick up cues as to their expected participation in a whole class discussion. Further studies should deal with students' perceptions of such practices. (HOD)

ED 266 432 CS 008 331

ED 266 446 CS 008 348

Remember How Nice It Was When Someone Helped You with Your Reading?
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Independent Reading; Parent Influence; *Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Reading Improvement; *Reading Interests; Reading Material Selection; *Reading Skills; Reading Strategies; *Recreational Reading; *Student Motivation

Intended for parents who want to help in the development of their child's reading skills, this pamphlet contains a number of suggestions. The first section, on helping the preschool child, includes a list of important reading skills and tells what a parent can do to help the child. The second section deals with ways to build on what the child learns in the first through third grades; while the next two sections contain suggestions for encouraging children in the fourth through sixth grades and in junior and senior high schools to read for pleasure. The bibliography lists "read aloud" and "read by yourself" books for primary children, as well as books for elementary, junior high, and senior high school students. (EL)

ED 266 447 CS 209 278

Barrett, Gill
Thinking, Knowledge and Writing: A Critical Examination of the Learning Process in Schools.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the International Writing Convention (Norwich, England, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment; Classroom

Kies, Daniel

A Functional Linguistic View of Language Development: Common Links between Writing Centers, Composition Courses, and the Academy.

PUB DATE- 18 Oct 85

NOTE- 18p.; Paper presented at the Annual Meeting of the Midwest Writing Centers Association Conference (St. Louis, MO, October 18-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Basic Skills; College English; English (Second Language); *English Instruction; Etymology; Higher Education; Language Patterns; Language Usage; *Linguistics; Morphology (Languages); Phonology; Syntax; Writing Improvement; *Writing Instruction; Writing Skills

IDENTIFIERS- *Functional Linguistics; *Linguistic Analysis

A discussion of what functional linguistic research can offer teachers of composition and English is presented in this paper, which provides examples of different levels of analysis (phonology, morphology, and syntax) for the language of a variety of populations (including traditional freshmen, basic writers, English as a second language (ESL) students, and nontraditional, re-entering adult students). The paper presents the aims and theoretical orientation of functional linguistics, discusses how functional linguistics can provide insight into the processes used by ESL students acquiring English phonology, and shows how functional analysis can be used to correct the problem of overusing and misusing nonrestrictive relative clauses. It then shows how functional analysis can inform advanced and adult composition students of the uses and value of various stylistic language patterns, using the functions of the passive voice as an example, and recommends increasing students' awareness of derivational morphology and its role in word formation in English. (EL)

ED 266 463 CS 209 542

Andrews, Robert

One Way of Teaching Writing to 6 and 7 Year Olds.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PUB DATE- Mar 86

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Ideology of Professional Mass Communication.
PUB DATE- May 85
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conferences; Discourse Analysis; *Group Behavior; Group Dynamics; *Interpersonal Communication; *Meetings; Methods; Organizational Communication; Professional Associations; *Speech Communication
IDENTIFIERS- *Professional Meetings

Noting that the concept of convention as a rule procedure in a formal analysis of interpersonal communication applies to the mass communication practice known as the "convention" or annual professional meeting of an academic discipline, this paper illustrates the ideological consequence of this eidetic connection. The paper characterizes the types of discourse that make up the convention occurring at such a meeting, and--agreeing that this "convention of conventions" assures a reasonable amount of unreflected orderly discourse--argues that it also systematically distorts experience in favor of certain kinds of ideas and activities over others. The paper then critically deconstructs the ideological commitments of speech communication conventions (meetings) and looks at the particular type of experiences these commitments self-select. Finally, the paper discusses a more appropriate ideological basis for professional meetings as a form for mass communication. (HTH)

ED 266 494 CS 505 054

DeWine, Sue; And Others
Validation of Organizational Communication Audit Instruments.
PUB DATE- May 85
NOTE- 56p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

NINCDS-NS-13617; NINCDS-NS-13870; NINCDS-NS-18010; NSF-BNS-8111470

AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22151.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)

DESCRIPTORS- *Articulation (Speech); Cognitive Processes; *Communication Research; Language Acquisition; *Language Research; Linguistic Theory; *Morphology (Languages); Orthographic Symbols; Perceptual Development; Perceptual Motor Coordination; Phonemes; *Speech Communication; Spelling

One of a regular series on the status and progress of research into the nature of speech, instrumentation for its investigation, and practical applications, this report consists of 17 papers dealing with the following topics: (1) vagueness and fictions as cornerstones of a theory of perceiving and acting--a commentary on D.O. Walter; (2) the informational support for upright stance; (3) determining the extent of coarticulation--effects of experimental design; (4) the roles of phoneme frequency, similarity, and availability in the experimental elicitation of speech errors; (5) on learning to speak; (6) the motor theory of speech perception revised; (7) linguistic and acoustic correlates of the perceptual structure found in an individual differences scaling study of vowels; (8) perceptual coherence of speech--stability of silence-cued stop consonants; (9) development of the speech perceptumotor system; (10) dependence of reading on orthography--investigations in Serbo-Croatian; (11) the relationship between knowledge of derivational morphology and spelling ability in fourth, sixth, and eighth graders; (12) relations among regular and irregular, morphologically related words in the lexicon as revealed by repetition priming; (13) grammatical priming of inflected nouns by the gender of possessive adjectives; (14) grammatical priming of inflected nouns by inflected adjectives; (15) deaf signers and serial recall in the visual modality--memory for signs, fingerspelling, and print; (16) did orthographies evolve? and (17) the development of children's sensitivity to factors influencing vowel reading. (HOD)

ED 266 509 CS 505 202

Weatherup, Jim, Comp.

Seven-Year Curriculum Development Plan. DS Manual 2000.5.
Dependents Schools (DOD), Washington, D.C.
PUB DATE- Aug 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; *Curriculum Design; Curriculum Development; Curriculum Evaluation; *Educational Objectives; Educational Planning; Elementary Secondary Education; Evaluation Criteria; Inservice Education; Instructional Materials; *Master Plans; Media Selection; Needs Assessment; Program Evaluation; Scheduling; Task Analysis; Teaching Methods
IDENTIFIERS- *Dependents Schools

This document presents the United States Department of Defense Dependents Schools' (DoDDS) framework for developing and evaluating curriculum. The primary innovation described is a 7-year cycle, adopted to make curriculum evaluation more flexible and less costly than under the existing 5-year cycle. Seven high-priority subject areas (science, mathematics, health and physical education, social studies, reading, career education, and language arts) are identified for regular review, each starting at a specific year in the cycle; lower-priority areas will be reviewed as needed. Further passages explain the composition of the DoDDS Curriculum Committee and task groups for the several disciplines, and provide guidelines for the tasks associated with the Curriculum Development Plan. Tasks are classified as focusing on (1) objectives or functions, (2) instructional methodologies, (3) materials, (4) inservice education, or (5) evaluation. For each year in the cycle, tasks in all five categories are outlined. The text is complemented by extensive charts illustrating activity sequences. Appendixes present guidelines for the preparation of objectives, and examples of correspondence and and memoranda necessary for reviewing instructional materials. (MCG)

ED 266 526 EA 018 152

Bradshaw, Jim; Amundson, Kristen J.
Homework: Helping Students Achieve.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-103-0

1985 under the sponsorship of the National Institute of Education (NIE). Numbers and types of services are identified, as are numbers and types of clients receiving services from McREL. The report is presented in five sections. The first is a brief introduction, followed by a section on dissemination and technical assistance. This section reviews briefly the numbers and kinds of materials, information pieces, presentations, and training and technical assistance sessions provided by McREL during the year. The third section examines the services in the context of the following specific projects that provide the framework for service delivery: Rural Development/Rural Clusters, the Urban Education Network, the Higher Order Thinking Skills Program, Comprehensive School Mathematics Program, Effective School Program, and the Strategic Planning Program. The fourth section discusses evidence on the impact of these programs. The final section provides a chronological summary of major events over the year. The report discusses some activities conducted outside McREL's region and some projects not supported by the NIE to provide a more complete picture of the laboratory's work. The McREL region consists of Colorado, Kansas, Missouri, Nebraska, North Dakota, and South Dakota. Appended supporting materials include the following: (1) "Noteworthy," McREL's resource publication for educators; (2) "Information Technologies: Alternative Delivery Systems for Rural Schools," by Milan Wall; (3) Survey of State Leadership Groups; (4) List of Publications and Deliverables to NIE; and (5) list of Cooperative Working Agreements within the region. (PGD)

ED 266 540 EA 018 218

Little, Judith Warren; Bird, Tom
Report on a Pilot Study of School-Level Collegial Teaming.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 84
NOTE- 18p.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; *Interprofessional Relationship; Middle Schools; Peer Relationship; School Organization; Secondary Education; Teachers; Team Teaching; *Teamwork

scheduling process three times a year rather than twice. Under the plan, students graduating have shown an increase in the number of units earned. The plan also enabled many students who failed the first trimester of a standard two-trimester course to retake the first trimester and still complete the course for full credit by the end of the year, a recovery rate impossible under semester organization. (PGD)

ED 266 554 EA 018 251

Holloway, William H.

Grade Retention and Increased Academic Standards: A Planned Response to Board Initiative.

PUB DATE- Oct 85

NOTE- 34p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Kansas City, MO, October 1985). Appended tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Standards; Board of Education Policy; Educational Change; Educational Policy; *Enrollment Trends; *Grade Repetition; *Grading; Policy Formation; Secondary Education

A school board's proposal to require secondary school students to repeat all required courses in which they received grades of D or F would probably result in significant, unintended increases in enrollment, overcrowding of facilities, and a need to hire many additional staff members. Analysis of the district's current procedures, which deny graduation credit for grades below C in required courses, revealed that 24 percent of the grades awarded in the schools concerned fell into the unacceptable category. Requiring students to repeat these courses would increase the anticipated seventh-grade course enrollment demand by approximately 22 percent in the first year, and add another 7 percent in the second year. These enrollment increases would pass on to the higher grades as the years progressed, without lessening the pressures on lower grades. Over six years the course enrollment demand in secondary schools would increase by approximately 30 percent, an enrollment increase that could incapacitate the system. Secondary effects of the policy might include grade inflation to alleviate the problems posed by grade retention, changes in student morale and behavior, increases in cost, and needs for additional policy

New York State Education Dept., Albany. Bureau of State Aided Programs.
PUB DATE- Sep 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Private School Aid; Special Education; *State Aid; State Legislation; *State School District Relationship; State Standards; Student Placement
IDENTIFIERS- *New York

The handbook is intended as a reference on New York state aid for special education for local school districts, Boards of Cooperative Educational Services, and private schools. An introduction traces the history of special education legislation within the state. Succeeding chapters touch upon determination of pupil placement for educational programs, state aid categories, and public and private excess cost aid. The next eight chapters address state aid for pupils with handicapping conditions in the following settings: private schools, state supported and state operated schools, community-based foster care programs, developmental centers, psychiatric centers operated by the Office of Mental Health, intermediate care facilities for the mentally retarded and developmenally disabled, child care institutions, and residential treatment facilities. Concluding sections discuss federal aid for pupils with handicapping conditions, procedures for requesting approval, state sources of information, and pertinent laws and regulations. (CL)

ED 266 570 EC 181 734

Zill, Nicholas
The School-Age Handicapped. A Statistical Profile of Special Education Students in Elementary and Secondary Schools in the United States. Contractor Report.
Child Trends, Inc., Washington, DC.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-400
PUB DATE- Jan 85
NOTE- 91p.; Some tables may not reproduce well.

Francisco, CA, February 20-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adults; *Employment; *Followup Studies; *Intervention; Job Satisfaction; Program Effectiveness

A second followup of 54 former learning disabled students, now 30-40 years old, was performed via questionnaires and interviews. Data were gathered for 28 college graduates and 26 high school graduates. Data from college Ss revealed a heterogeneous group regarding scholastic achievements. Lack of facility in reading was a major problem cited by students. In terms of employment, 78% reported full time positions with overall satisfaction expressed with their achievements and their positions as adults. Personal satisfaction was high as well. Factors contributing to that satisfaction include emotional support of parents and appropriate, effective remedial instruction. The high school graduates had acquired adequate skills in the mechanical aspects of reading as well and in reading vocabulary, although they were less competent than the college group in dealing with fairly lengthy reading passages of some complexity and subtlety. Sixty-nine percent were employed full time, and fourteen of the 18 employed Ss were quite positive in comments on job satisfaction. Seventy-seven percent were living independently. The It is concluded that the future for most learning disabled individuals can be very favorable given effective school intervention, tutoring or resource help during mainstream school attendance, counseling or therapy if needed, and consistent parental understanding and support. (CL)

ED 266 586 EC 181 750

Rude, Harvey
Elementary Students' Perceptions of the Moderately Mentally Retarded.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Elementary Education; *Moderate Mental

Hutton and B. Grissom); "Developing Counseling Skills in Teachers of Behaviorally Disordered Adolescents" (J. Maag and A. Meinhold); "Materials Selection and Adaptation: Strategies for Combating Curriculum Casualties among the Behaviorally Disordered" (R. Gable et al); "Academic and Intellectual Characteristics of Behaviorally Disordered Children and Youth" (M. Mastropieri et al); "Effects of Human Potential Seminars on the Socially Adaptive Behavior of Incarcerated Juvenile Delinquents" (M. Hamm); "Hair Mineral Content as a Predictor of Childhood Autism" (M. Marlowe and J. Errea); "The Role of Pupil Gender in Teacher Perception of Disturbance among Adolescents" (D. McGee). (CL)

ED 266 602 EC 182 017

Mueller, Deborah, Comp.
The Effects of Group Homes on Neighboring Property: An Annotated Bibliography.
Mental Health Law Project, Washington, DC.
PUB DATE- Feb 86
NOTE- 15p.
AVAILABLE FROM- Mental Health Law Project, 2021 L St., N.W., Suite 800, Washington, DC 20036-4909 ($1.30).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Assessed Valuation; Disabilities; *Group Homes; *Neighborhoods; Property Appraisal
IDENTIFIERS- *Property Values

The annotated bibliography contains 40 citations (1973-1985) dealing with the effects of group homes on neighboring property. Entries are arranged alphabetically by author and include information on title, source, data, page numbers, and a brief summary. Included are legal briefs, analysis of legislative trends, guides for local legislative trends, opinion articles, community surveys, and housing studies. (CL)

ED 266 603 EC 182 018

ED 266 618 EC 182 036

Hall, Penelope K.; Jordan, Linda S.
Can Controlled Association Tasks Identify Word-Finding Problems in Children?
PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Association Measures; Clinical Diagnosis; Elementary Education; Evaluation Methods; *Language Handicaps; *Word Recognition

The study examined whether an animal naming task would discriminate between 286 normal students (grades K-9) and 123 language disordered students (5-16 years old). The task was of a free and controlled association type for identifying word retrieval problems. Each subject (S) was administered the task individually in the school or clinic setting. The mean number of responses were computed across grades for both groups. Steady increments in scores were found for both groups through the fifth grade. Normal language Ss produced more animal names than their language disordered gradesmates in 8 of the 10 grades, although differences were not significant at any grade level. It is concluded that three aspects of lexical accessibility need to be explored to gain insight into the results: word frequency, codability, and age of acquisition. (CL)

ED 266 619 EC 182 037

Mastropieri, Margo A.; Peters, Ellen E.
Increasing Prose Recall of Mildly Handicapped Students Via Spatial Organizers.
PUB DATE- 82

Klein-Braley, Christine
Reflections on the Content Validity of Holistic Tests.
PUB DATE- 85
NOTE- 11p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English (Second Language); Foreign Countries; *Holistic Approach; Language Proficiency; *Language Tests; Second Language Instruction; *Test Construction; Test Interpretation; *Test Validity
IDENTIFIERS- *Content Validity

Traditional tests, sometimes called prescientific, and post-modern tests, such as cloze tests and dictations, take the same approach toward content validity: the examinee must show in an "integrated facile performance" that he or she can use the language fluently. Where traditional tests fail is in a third dimension, test method. These tests allow examinees to select their own language samples, with no guarantee that the samples are representative, as contrasted with post-modern tests that present a series of samples and require the examinee to demonstrate control of them. If it is found necessary to use traditional tests, some modifications should be made, including text sampling, stricter guidelines concerning the type of performance expected, and scoring procedures and guidelines for interpretation specified in advance. Because these modifications would require significant additional work, test users might consider using a post-modern test instead. A post-modern test might serve the teacher's purposes just as well as a traditional test since there is no difference in their approaches to content validity. (MSE)

(Bellevue, Washington, November 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Classroom Techniques; *Course Organization; *English (Second Language); Feedback; Foreign Countries; Grammar; Higher Education; Peer Evaluation; Prewriting; Revision (Written Composition); Second Language Instruction; *Student Writing Models; *Writing Instruction
IDENTIFIERS- British Columbia; Error Correction (Language)

A student-centered noncredit writing course for students of English as a second language, designed to alleviate the problems of diverse class membership, consists of a series of composition assignments with topics determined by class interests and composition length determined by the student. The entire class participates in prewriting activities; first drafts are prepared individually and critiqued by fellow students in pairs or small groups. The compositions are then rewritten and submitted. While this assignment is being checked by the teacher, the class works on handouts based on problems or exemplary items from their writing. If an individual is still having trouble with a particular point, the handouts are supplemented with exercises from composition textbooks. The compositions are returned to students with the successes and problems noted and grammatical errors indicated. The student then rewrites the composition, underlining all changes, and resubmits the work. All additional problems are handled individually, not by handouts, and the class again becomes the audience for the final drafts. Usually work on the first assignment overlaps the prewriting activity for the next assignment. Students keep all drafts, and meet with the instructor two or three times during the course for individual analysis of their work. (MSE)

ED 266 649 FL 015 481

Betancourt, Francisco
Puerto Rican Spanish: Opinions.
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dialects; High Schools; High School Students; *Language

ED 266 477 CS 209 576

Dilworth, Collett B.
Critical Thinking and the Experience of Literature.
PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Cognitive Processes; *Comparative Analysis; *Contrast; *Critical Thinking; *Literature Appreciation; Perception; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Journal Writing; *Thinking Skills

Despite the current emphasis on thinking skills and the resulting concentration on lists and taxonomies that do not succeed beyond research contexts, all reflective people know that critical thought relies not on applying mental steps but on simply trying to figure out what might be right or wrong. This depends on one basic cognitive act, contrasting--directing one's initial thoughts to the crucial differences between things or to the distinctions that reveal essential characteristics. This thinking is necessary and natural in the study of literature because writers often use comparison and contrast in their writing, while readers must compare and contrast their understanding against the criterion of the text's assumed coherence. To help students enjoy literature's resonances (the relationships of such elements as images, characters, and circumstances), teachers must foster their critical perceptions and contrastive powers through recognizing and applying contrastive thought. Such critical thought can be taught by example, guided discussion, and independent writing, particularly through use of a divided reader's journal in which students paraphrase and quote contrastive parts of literature texts. (Appended are examples of a divided page and the comment page in the reader's journal.) (EL)

IDENTIFIERS- *Colorado; Special Needs Students

This handbook is intended to assist educational and other institutions to meet the requirements of the Carl D. Perkins Vocational Education Act of 1984 by developing and/or enhancing vocational assessment services for special populations throughout Colorado. The first section outlines the purposes, strategies, and outcomes of the vocational assessment process; details procedures for planning and developing an assessment center; and provides sample forms for the assessment process. The next four sections address the following aspects of the vocational assessment process: content and scope, screening assessment, specific skill assessment, and procedures for reporting vocational assessment information. Each of these sections includes guidelines and forms for implementing the specific aspect of assessment under discussion. Concluding the guide is a section explaining available resources in the following areas: individualized education plans (IEPs), individualized written vocational plans (IWVP), Colorado resources, reading assessment, use of the Dictionary of Occupational Titles (DOT), labor market information resources, and experiential tests. (MN)

ED 266 247 CE 043 465

A Study of Postsecondary Vocational Teacher Preparation and Certification. Report No. 4.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 21 Mar 85

NOTE- 131p.; Study prepared in response to Appropriation Item 459 of the 1984 General Appropriations Act (Chapter 84-220, Laws of Florida).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Change Strategies; *Educational Needs; Evaluation Criteria; Master Teachers; Needs Assessment; Postsecondary Education; Program Improvement; State Surveys; *Statewide Planning; *Teacher Certification; *Teacher Education; *Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Florida

A study examined Florida's certification process for postsecondary vocational education teachers. After reviewing previous research on the certification of vocational educators in Florida, the commission solicited data analyzing the differences in teaching

McHam, Marilyn; McLeod, Pat N.

Assessment of Vocational Guidance and Counseling Programs. Final Report.

North Texas State Univ., Denton.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 17 Jun 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Attitudes; *Career Counseling; *Career Education; Career Exploration; *Career Guidance; *Counseling Services; Counseling Techniques; Counselor Attitudes; Counselor Role; *Guidance Programs; Job Placement; Outcomes of Education; Program Evaluation; Questionnaires; Secondary Education; State Surveys; *Statewide Planning; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Texas

A statewide assessment of vocational guidance and counseling programs was conducted in Texas. The status, role, and function of vocational guidance and counseling personnel were assessed and a handbook of appropriate professional guidance and counseling information was developed on the basis of the survey data. The vocational administrators indicated that there is a need for improvement in areas of administering vocational guidance services, whereas the vocational counselors generally perceived conditions as being close to what should be with a few significant exceptions in such areas as the lack of adequate clerical support staff and the lack of clear and measurable objectives for vocational guidance in some districts. The two weaknesses mentioned most frequently in the area of occupational investigation were the areas of providing students with observation experiences and establishing and maintaining working relationships with local business and industry to promote beneficial field experiences for students. A significant number of the job placement coordinators felt that more interviews should be conducted with potential dropouts for placement purposes. The great majority of students surveyed had positive feelings about the vocational guidance and counseling services provided. (This report includes summaries of the surveys administered to the six groups of practitioners along with copies of the survey instruments and tabulations of their results.) (MN)

ED 266 274 CE 043 550

Holter, Mary Patricia; Johnson, Carmen

Handbook and Annotated Software Bibliography. Microcomputers in ABE.

Cincinnati Public Schools, Ohio.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Jun 85
NOTE- 216p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; Adult Education; Annotated Bibliographies; *Computer Oriented Programs; Computers; *Computer Software; Educational Finance; Educational Improvement; *Educational Resources; Financial Support; *Media Selection; *Microcomputers; Staff Development; Technological Advancement
IDENTIFIERS- *Apple II

This handbook and annotated bibliography presents discussions, ideas, and resources useful to adult basic education (ABE) program teachers and administrators in implementing educational microcomputing, and describes microcomputer software programs that have been used successfully in ABE. The first part of the book, the handbook, is organized in eight sections. Following an introduction which provides a rationale and organization for the handbook, the second section presents a general discussion of microcomputers in ABE. This is followed by two sections providing information on choosing the hardware and the software for ABE programs. In the next section, staff development for those who work with ABE students and microcomputers is discussed. The following section provides lists of microcomputer resources for ABE, including textbooks, audiovisual materials, curriculum aids, resource centers, and software reviews. The next section suggests sources of funding, while the final section notes the problem of keeping up with new technology. Appendixes to the handbook list staff development aids and provide a glossary. The second part of the book, the annotated software bibliography, contains information on more than 200 microcomputer software programs that have been used effectively with adult students. The bibliography contains three sections. A software curriculum guide lists programs by subject area. Each entry in the bibliography lists program name, publisher, date, materials, subject, instructional type, level of use, and a description. Publishers' names, addresses, and phone numbers are provided. The programs listed are for use with the Apple II family of microcomputers, but many are available for use with other microcomputers. (KC)

NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Advocacy; Career Counseling; Career Guidance; Community Organizations; *Counseling Services; Disadvantaged; *Displaced Homemakers; Educational Cooperation; *Educational Legislation; *Educational Opportunities; Educational Research; *Federal Legislation; Financial Support; National Programs; Postsecondary Education; Program Content; Public Policy; Retraining; Sex Bias; Sex Discrimination; Sex Fairness; State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This guide is intended to familiarize displaced homemakers with the provisions of the Carl D. Perkins Vocational Education Act of 1984. The first part of the guide details the act's funding for the following areas: sex equity coordinator, single parents and homemakers, sex bias and stereotyping, adult training and retraining, employment development, and career guidance and counseling. Discussed next are the act's provisions pertaining to state administration. The next section deals with various provisions of Title II of the act, including vocational education opportunities and vocational education program improvement, innovation, and expansion. Described next are special programs authorized in Title III (support for community-based organizations; consumer and homemaker education; adult training, retraining, and employment development; comprehensive career guidance and counseling; and industry-education partnership training in high-technology occupations). National programs authorized in Title IV (the National Center for Research in Vocational Education, cooperative demonstration education programs, and model centers for vocational education for older individuals) are described. Miscellaneous provisions of the Carl D. Perkins Vocational Education Act are discussed, including programs for disadvantaged persons, coordination with the Job Training Partnership Act (JTPA), grants, supplanting (of state funds), failure to comply with the law, and local appeals. Concluding the guide is a list of steps that displaced homemaker advocates should take now regarding the act. (MN)

teacher-coordinator, and coordinating on-the-job instruction in an actual teaching situation. Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

ED 266 301 CE 043 604

Home Economics and Basic Skills. Correlation of the Curriculum Guide for Consumer and Homemaking Education with Objectives for Reading, Writing, Mathematics, Science.

Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

PUB DATE- 85

NOTE- 414p.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Skills; Behavioral Objectives; Child Development; Clothing Instruction; *Consumer Education; Evaluation Criteria; Family Life Education; Foods Instruction; *Fused Curriculum; *Home Economics; Home Economics Skills; Home Furnishings; *Homemaking Skills; Home Management; Housing; Learning Activities; Mathematics Skills; Money Management; Nutrition; Parenthood Education; Reading Skills; Sciences; Secondary Education; Textiles Instruction; *Vocational Education; Writing Skills

This guide is intended to assist home economics teachers in recognizing which learning activities reinforce basic reading, writing, mathematics, and science skills concepts. The first chapter discusses objectives in each of these four basic skills areas. The remaining chapters consist of cross-referenced lists of reading, writing, mathematics, and science competencies; learning strategies; and evaluation techniques that are applicable in the following areas of home economics instruction: family living/parenthood education; child development; foods and nutrition; clothing and textiles; housing, furnishings, and management; and personal finance/consumer education. (MN)

Test Use; *Vocational Education

This compendium is designed to assist vocational educators in selecting appropriate testing instruments to measure the learning outcomes of their programs. It presents by occupational area basic information on more than 150 validated measures and lists more than 1,200 additional entries in the Vocational Education Curriculum Materials (VECM) database that include evaluation materials. The compendium was drafted following computer searches of three databases: Educational Resources Information Center (ERIC), VECM, and Educational Testing Service (ETS), in addition to letter requests to curriculum coordination centers, instructional materials laboratories, and commercial publishers. Most of the measures verified as field-tested are from three sources: the National Occupational Competency Testing Institute, the Instructional Materials Laboratory at Ohio State University, and the American Institutes for Research. Entries in this guide are organized by the four-digit "Classification of Instructional Programs" system. Listings include descriptions of the tests, addresses of originators, title, developer, educational level, target population, availability, and curriculum center. The compendium is designed for use at all levels of vocational education by those who need to select instruments for use in assessing the outcomes of instructional programs. It should be of most use to those who cannot easily conduct computer searches of the databases that contain the instruments listed in this compendium. Appendices contain an index, examples of VECM documents, and a sample ERIC search strategy. (KC)

ED 266 315 CE 043 631

Campbell, Paul B.; And Others
Outcomes of Vocational Education for Women, Minorities, the Handicapped, and the Poor.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 248p.; For a related document, see CE 043 632.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

(YLB)

ED 266 328 CE 043 680

Hoachlander, E. Gareth; And Others
From Prescriptive to Permissive Planning: New Directions for Vocational Education Policy.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 100p.
GRANT- NIE-G-83-0075
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Legislation; *Educational Planning; *Educational Policy; Federal Legislation; Outcomes of Education; *Program Evaluation; *Vocational Education
IDENTIFIERS- *Performance Based Evaluation

This book has two goals: to convey to policymakers at the Federal and state levels a clearer understanding of vocational education and what can reasonably be expected of it and to develop an approach to Federal vocational education policy that is more performance, and less process, oriented. Chapter 1 provides a general overview of vocational education today--what is offered, who is served, what is accomplished, and what it costs. Chapter 2 examines the evolution of Federal vocational education policy from its beginnings in 1917 to the most recent reauthorization of the Vocational Education Act in 1984. Chapter 3 develops the argument for adopting a new approach to Federal vocational education policy and describes the elements of "permissive planning." Chapter 4 outlines a performance-based approach to evaluating vocational education programs and discusses how the desired outcomes of vocational education should be defined and measured. Chapter 5 addresses the problem of improving the accuracy and consistency of vocational education data. Chapter 6 presents findings from site visits to local secondary and postsecondary institutions offering vocational education programs to elicit local perspectives on performance-based evaluation. Chapter 7 adds a concluding note on possible future directions for Federal policy in vocational education. (YLB)

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Early Parenthood; Females; *Health Insurance; *Infants; *Mothers; Neonates; *Pregnancy; Unwed Mothers
IDENTIFIERS- *Texas

This document reports on the feasibility of requiring private insurance carriers to provide coverage of the pregnancy-related expenses of dependent minors and newborn care expenses of their offspring in Texas. The document relates the history of legislative interest in the topic of teenage pregnancy. The report states that although private medical insurance does not usually cover normal pregnancy and delivery, the major problem exists for pregnant teenagers in low income groups who have no insurance. The report gives characteristics of pregnant teenagers, including incidence of marriage, live birth, out-of-wedlock births, abortions, and birth complications. Pregnancy related services and costs are discussed including family planning, abortion, live births, pregnancy complications, newborns, and payment sources. The results of a survey of private insurance carriers and of laws in other states are given. Tables and appendices provide data results. Nine pages of references are also included. (ABL)

ED 266 344 **CG 018 824**

Ratner, Hilary Horn; Padgett, Robert J.
Adults' Event Recall: Is Context Enough?
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
GRANT- R01-AG04081
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Aging (Individuals); College Students; Higher Education; *Older Adults; *Recall (Psychology); *Retention (Psychology); *Young Adults

In studies of retention of verbal material adults have repeatedly remembered less than younger adults have. A study was conducted which asked older adults to remember an experienced event, retention of experiences being considered a better indicator of by the contingencies operating in the situation, and appeared little affected by social categorization. The influence of group membership of a coactor acted to facilitate generalization of acquired empathy responses in response to members of an in-group following a cooperatively structured situation. (ABL)

ED 266 358 CG 018 838

Obiakor, Festus
Self-Concept: An Operational Model for Educators.
PUB DATE- 21 Oct 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Children; *Self Concept; *Self Concept Measures; *Self Evaluation (Individuals); *Social Adjustment

This document begins by discussing the important role self-concept plays in a student's academic achievement, social adjustment, and physical capability. A perceptual notion of self-concept is defined as awareness through senses. An operational notion of self-concept is defined as self-descriptive behaviors. Literature is reviewed which defines self-concept and concludes that measurement of different definitions are difficult to perform. Self-concept is then defined as the individual's repertoire of self-descriptive behavior including self-knowledge, self-esteem, and self-ideal which can be measured by physical maturity, peer relations, academic success, and school adaptiveness. The literature on a perceptual model of self-concept and on the operational model are reviewed. Empirical studies on the relationship of self-concept and performance are discussed. References are included. (ABL)

ED 266 359 CG 018 839

Priest, Robert F.; Fullerton, Terrence
Psychometric and Theoretical Issues in the Study of Sexual

Makosky, Vivian Parker
There's No Such Thing as Value-Free Science.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; *Class Activities; College Students; Evaluation; Higher Education; *Research Problems; *Scientific Attitudes; *Scientific Methodology; Scientific Research; Scientists; Study

This paper is based on the view that, although scientists rely on research values such as predictive accuracy and testability, scientific research is still subject to the unscientific values, attitudes, and emotions of the scientists. It is noted that undergraduate students are likely not to think critically about the science they encounter. A class activity is then presented which demonstrates how researchers' values and those of society influence science. In this activity, five women are asked to volunteer to thread a needle, followed by five men who are drafted to perform the same task as a data gathering exercise. It is noted that when the participants are timed, the women always win. Following this exercise, the instructor announces that this was a fine motor skills test which shows that only women should be neurosurgeons; when the class objects, the instructor then allows the class to identify what is wrong with this reasoning. Several issues in biased research are suggested including the problems of: (1) variable labels being assumed to reflect the true quality of the variable; (2) biases in subject selection; (3) problems with volunteer subjects; (4) the exclusion of environmental factors in favor of personal characteristics; (5) avoidance of mass media; and (6) how publicized findings influence public policy. It is recommended that instructors conclude the activity by encouraging students to formulate questions about these topics when reading scientific research. (ABL)

ED 266 388 CG 018 868

Age Discrimination and the FAA Age 60 Rule. Hearing before the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-533
PUB DATE- 17 Oct 85
NOTE- 444p.; Some pages are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Differences; *Age Discrimination; *Aging (Individuals); *Aircraft Pilots; Hearings; *Older Adults; *Retirement
IDENTIFIERS- Congress 99th; *Mandatory Retirement

This document presents witness testimonies and related materials from a Congressional hearing called to examine the mandatory retirement age of 60 for airline pilots. In opening remarks, Congressmen Roybal and Pepper question this ruling, citing productivity of older workers and the lack of data to support any specific age for mandatory retirement. Congressman Rinaldo's remarks support the rule on the grounds that aircraft accidents are often associated with diseases common with aging. Testimonies are included from: (1) General Chuck Yeager who speaks against the age 60 rule, arguing that medical examinations and flight simulators will reveal any deficiencies disqualifying a pilot from flying; (2) T. Franklin Williams, of the National Institute of Aging who discusses recent research showing that functioning may be maintained until age 80 or later; (3) Jefferson Koonce, a professor of human factors engineering who opposes the age 60 rule, instead recommending assessment of pilot proficiency using available methods; (4) Samuel Fox, III, a cardiologist, who explains that a person's risk of heart disease can be quantified and could be used in pilot assessment; (5) Leroy Shaver, a former pilot who describes his forced retirement and disagreement with the age 60 rule; and (8) Anthony Broderick, a Federal Aviation Administrator who outlines the age 60 rule and its rationale. An extensive set of appendices includes letters and other material submitted by interested persons. (ABL)

the 79 activities. Section III contains samples and lists of resource materials that are used throughout this handbook. (NRB)

CS

ED 266 403 CS 008 106

Braun, Carl
Reading/Writing Connections: A Case Analysis.
PUB DATE- Jun 84
NOTE- 28p.; Paper presented at the Colloquium on Research in Reading and Language Arts in Canada (Lethbridge, Alberta, Canada, June 7-9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Holistic Approach; *Language Processing; Narration; Reading Comprehension; Reading Processes; *Reading Research; Reading Strategies; *Reading Writing Relationship; *Writing (Composition); Writing Instruction; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Whole Language Approach

An addition to the "wholeness of language" debate, this document is divided into two sections. The first reviews theories regarding the reading writing relationship, suggesting that an awareness of the interdependencies and commonalities among various forms of communication may provide insights leading to students learning to read like writers and write like readers. The second section describes and critiques a study conducted by Braun and Gordon (1983) that explored the effects of narrative writing instruction on reading comprehension. This section highlights the methodological problems (including the failure to provide students with a purpose or an audience for their writing, or the opportunity to revise and edit their work) and misguided assumptions that led to inconclusive results. The critique concludes that (1) research problems must be formulated within the context of a holistic approach to language, (2) research design must provide for humorous captions without pictures. For the LS group, recall was best when the nonhumorous captions were presented with pictures. Pictures relevant to the accompanying text, containing highly coherent messages, encourage superior recall for both groups. However, implications are that humor and pictures are additional stimuli competing for attention from the LS population. (Tables of findings are included.) (EL)

ED 266 417 CS 008 309

Shanahan, Timothy
Predictions and the Limiting Effects of Prequestions.
PUB DATE- Dec 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Education; Learning Strategies; *Prediction; *Questioning Techniques; *Reading Comprehension; Reading Improvement; *Reading Research; *Reading Strategies; *Recall (Psychology)

A study examined the effects of teacher questioning and student prediction (purpose-setting procedures) upon the reading comprehension of 188 students in grades 3 through 6. Thirty-two constructed-answer questions were developed for use with an article about kangaroos, written in an expository style and approximately 900 words in length. Half of the questions were textually explicit and half textually implicit. Subjects were divided into four groups that were (1) provided with no specific reading purposes in the form of questions or predictions (control); (2) asked to read a massed list of prequestions silently while the investigator read them aloud (prequestions only); (3) asked to read the prequestion list, but also directed to write answers to each question, individually (individual predictions); and (4) asked to answer orally each of the prequestions (group prediction). Results showed no difference between groups on total recall, but the prequestion groups did better on the cued information than did the control group. The control group did better on the non-cued information, however. Prequestions with predictions seemed to increase recall on cued information, without any additional narrowing of attention beyond that caused by the use of prequestions alone. (HOD)

Hansler, Donald D.
Studies on the Effectiveness of the Cognition Enhancement Technique for Teaching Thinking Skills.

PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Decision Making Skills; Elementary Education; Information Seeking; *Inquiry; Learning Processes; *Learning Strategies; *Problem Solving; *Psychological Studies
IDENTIFIERS- *Cognitive Enhancement; Venn Diagrams

A series of studies was conducted over a three-year period to determine whether the teaching technique developed in the 1960s called "inquiry training" is effective for teaching problem-solving, thinking, and/or decision-making skills. (Inquiry training is a process in which students are provided with a puzzling situation, are given the opportunity to gather information, and are then encouraged to formulate theories explaining the discrepant event.) The first year's study, involving students from grades 3 through 6, resulted in a change in the name of the technique to "cognitive enhancement," the refinement of teaching techniques used, and the development of a list of 19 cognitive enhancement skills. The second year's study involved students from grades 3 through 7 and showed statistically significant growth among students from pretest to posttest, while the third year's study resulted in a refinement of the testing methodology. It was concluded that cognitive enhancement (1) is a potentially highly effective method of teaching cognitive skills, (2) appears to be appropriate for use with elementary level to college level students, and (3) can be used with almost any subject matter. (A chart of subsets of cognition enhancement skills, a diagram of the relationships among sets of subskills, and information on ordering detailed results of each study from the author are included.) (LLZ)

ED 266 433 CS 008 334

Whitmer, Jean E.
Newspaper Humor: Tool for Critical Thinking and Reading Abilities.
PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Western Humor and Irony Conference (Tempe, AZ, March 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Research; Cognitive Development; *Cognitive Processes; Elementary Secondary Education; Foreign Countries; *Learning Processes; Learning Theories; *Prior Learning; Verbal Communication; Writing Instruction; *Writing Processes; Writing Research

IDENTIFIERS- Great Britain; *Knowledge

British students in four age groups--4 to 5, 7 to 8, 11 to 12, and 15 to 16 years old--were observed in their classrooms in order to explore the relationships among the learner, knowledge, and thinking, and the role that writing plays in what is learned. In the infant classroom, writing was quite visible in the form of labels, questions, sentences, word and number lists, personal stories, classmade books and charts, and published books. In the junior school classroom, which included 8 and 11 year olds, writing was not as visible as it had been in the infant classroom, since movements in the classroom were more limited and looking at other people's writing was not acceptable. In the secondary school classroom writing became the major means of demonstrating private knowledge and became increasingly separated from direct experience. These changes resulted in students parroting information back to the teacher. These observations suggest that writing should be considered as simply one form of knowledge manifestation, and teachers should not only recognize the difference between process and product but use student writing as a gauge of thinking strategies. Examples of children's writing illustrating various aspects of the learning process are included. (DF)

ED 266 448 CS 209 341

Stevenson, Robert L.

New News for the New World Information Order.

PUB DATE- May 85

NOTE- 56p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Content Analysis; *Developing Nations; *Foreign Countries; Global Approach; Journalism; *Media Research; *News Media; *News Reporting; Telecommunications

IDENTIFIERS- *News Agencies; *New World Information Order

Noting that recent emphasis in the New World Information Order

Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Assignments; Class Activities; Grade 1; *Learning Activities; Primary Education; Teaching Methods; *Writing Exercises; *Writing Instruction; *Writing Skills

Helping first graders develop writing skills is the focus of this paper. The first part of the paper discusses 11 ideas likely to be crucial to any first grade writing program, such as the similarities between learning to talk and writing, and the teacher as the model writer. The second part of the paper outlines creative writing activities according to the nine months of the school year. An outline of seven concepts important in writing programs at all grade levels concludes the paper. (EL)

ED 266 464 CS 209 545

Flower, Linda; And Others
Diagnosis in Revision: The Experts' Option. CDC Technical Report No. 27.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-27
PUB DATE- Nov 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; Higher Education; Persuasive Discourse; Problem Solving; *Revision (Written Composition); *Writing Evaluation; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Protocol Analysis

A study examined the role diagnosis plays in the process of revision. Seven student writers and seven expert writers were asked to revise a letter, written from one athletic coach to another discussing why women are reluctant to participate in college sports, for a handout recruiting freshman women. In addition to 26 explicitly "planted problems" (including spelling, punctuation, wordiness, and diction), the task implicitly called for changes in voice, genre, rhetorical stance, perceived audience, and style. Data were drawn from concurrent thinking aloud protocols, cued recall on all changes made, and a task given a week later in which the 26 planted problems were presented in a single sentence, and subjects were asked to identify them. Significant differences were

ED 266 478 CS 209 578

McKoski, Martin M.
Basic Forms, Basic Writers.
PUB DATE- 21 Sep 85
NOTE- 17p.; Paper presented at the Basic Writing Conference (St. Louis, MO, September 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Learning Strategies; Peer Evaluation; *Remedial Instruction; Sentence Combining; Student Characteristics; Teacher Student Relationship; *Writing Difficulties; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *Basic Writing; *Writing Strategies

For basic writers, learning to write means learning new syntactic and textual forms and new ways of relating to an audience. This means that students must have certain kinds of knowledge about what differentiates writing from speech and what distinguishes sentences and texts/paragraphs that are focused and explicit. In addition, an enabling environment must provide ample opportunities, and plans for composing sentences and texts and for interacting with readers of those texts. There are three types of basic writers: (1) those who require more than one semester of writing practice before advancing to college composition; (2) those who make rapid progress, who need remediation only in specific areas, and for whom one term of practice is sufficient; and (3) those whose end-of-the-term skills seem adequate for college composition placement but who sometimes fail. As a result of their individual learning rates and varying levels of preparation, basic writers require various lengths of time in which to take advantage of writing strategies such as sentence combining, prewriting, writing, rewriting, group readings of student papers, and out-of-class conferencing with teachers and peer tutors. (HOD)

DESCRIPTORS- *Communication Research; *Organizational Communication; Research Methodology; Speech Communication; *Test Construction; *Testing Problems; *Test Theory; Test Use; *Test Validity
IDENTIFIERS- *Communication Audits; International Communication Association

Based on a review of the literature, this paper examines criticisms leveled against the communication audit developed by the International Communication Association (ICA) and then offers a modified version of the audit designed to meet those criticisms. Following a brief introduction, the first section of the paper reviews criticisms of the audit, noting that they fall into seven categories: (1) lack of centralized control over the data collection process, (2) inability to compare local organizations with national norms, (3) lack of follow-up procedures to test for impact, (4) the limitations of an essentially perception-based tool, (5) problems with its structure, (6) methods of data analysis, and (7) procedures for developing recommendations for the client-organization. The second section describes the new ICA Ohio University Regional Data Bank and compares it to the ICA audit National Data Bank, while the third presents a follow-up analysis of the impact of the regional data bank. The fourth section suggests procedures for developing client-centered recommendations, and the fifth section presents the modified survey instrument--the Survey of Organizational Communication--and discusses the impact of the instrument changes on future research efforts. Extensive tables of data and a copy of the modified instrument are appended. (FL)

ED 266 495 CS 505 073

Stevenson, Robert L.
New Actors, New Institutions in World Communications.
PUB DATE- May 85
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; *Developing Nations; *Economic Development; Global Approach; Journalism; Mass Media; *Telecommunications
IDENTIFIERS- *New World Information Order

A Glossary of Terms Used by PR Practitioners.
PUB DATE- 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Advertising; Definitions; *Lexicology; *Organizational Communication; *Public Relations; Reference Materials; Speech Communication; *Vocabulary

Listed alphabetically, the terms in this glossary are those used by public relations practitioners. The glossary provides definitions for each of the terms and, in some cases, cross-references. (HOD)

ED 266 510 CS 505 203

Ulrich, Walter
What Must We Do to Reach a Common Ground to Insure the Continued Survival of High School Debate?
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the National Forensic League Conference on the State of High School Debate (Kansas City, MO, August 8-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; *Debate; Higher Education; High Schools; Judges; *Persuasive Discourse; *Problems; Standards
IDENTIFIERS- Debate Coaches; Debate Format; *Debate Tournaments

Two major problem areas exist in current high school forensics. The first is the decline in the number of debate participants in some parts of the country. Contributing to this decline are demands on extracurricular time and money, a lack of strong leadership as coaches leave academia, barriers to participation such as increased difficulty in preparation and increased time required for preparation, and, possibly, abusive debate practices. The second problem area is the decline in the quality of debate. This may be due in part to the increasing complexity of world issues. Other causes may be a lack of standards for debate handbooks and workshops, the competitive nature of contemporary debate that stresses what is successful rather than what is educationally sound, well-intended rules that do not live up to their promise, and the increase in theory arguments. Two possible solutions for

PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00151; 1-50 copies $0.60 each--orders of $20.00 or less, add $3.50 shipping and handling and prepay).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Homework; Parent Role; Parent Student Relationship; Student Role; *Study Skills

Students and parents are offered advice in this booklet on how to make the most of homework. The booklet first reviews the basic reasons for assigning homework: homework helps students learn better and faster, helps families become involved with education, communicates the school's high expectations, and helps students develop self-discipline and organizational skills. Specific methods students can use to improve homework skills include establishing appropriate places and times for studying, previewing the material, focusing attention, reading carefully and thinking about the concepts covered, casting what is learned in different forms, self-testing, and taking notes effectively. Parents can encourage students by helping them discipline themselves, by reinforcing the idea that studying improves performance, and by maintaining awareness of the students' attitudes and concerns. (PGD)

ED 266 527 EA 018 153

Hirschoff, Mary-Michelle Upson
Public Policy toward Private Schools: A Focus on Parental Choice. PONPO Working Paper No. 92 and ISPS Working Paper No. 2092.
Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
PUB DATE- Mar 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change; Constitutional Law; Court Litigation; Educational Policy; Elementary Secondary Education; Federal Aid; Federal Regulation; *Government School Relationship; Parent Rights; Private Education; *Private School Aid; *Public Policy; *School Choice; School Law

IDENTIFIERS- *Collegiality; *Collegial Teams

Joint action among teachers appears to depend on the teachers' perceptions of their interdependence and the presence of opportunities for joint action. An urban middle school had been organized into teams on several levels with strong support from the principal. Three situations that altered these operating procedures provided evidence that teachers are more likely to cooperate to solve their problems when they feel their problems are shared and when barriers to common action are reduced. The three situations involved an influx of student teachers, turnover among members of established teams, and the appointment of a new school principal less committed to the team approach. The study suggested that three kinds of joint action can be identified: coordinated activity, conducted individually but similarly; accommodating activity, involving individual adjustments in response to others' needs; and cooperative activity, the mutual, face-to-face interaction of teachers to achieve a joint goal. This report concludes by suggesting that a larger study focusing on the conditions and factors affecting joint action rather than on visible evidence of teaming seems called for. (PGD)

ED 266 541 EA 018 219

Christensen, James E.
The Educology of Curriculum.
PUB DATE- May 80
NOTE- 37p.; Paper presented at the Annual Meeting of the South Pacific Association for Teacher Education (Perth, Western Australia, May 13-16, 1980). For related documents, see EA 018 220-221.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum; Definitions; *Educational Philosophy; Semantics; *Vocabulary
IDENTIFIERS- *Educology

The term "curriculum" is ambiguous in that it is used to name a field of phenomena, a fund of knowledge about that field, a kind of knowledge within that fund, and the set of rules by which the fund is substantiated. This paper suggests that to relieve this ambiguity it is necessary to develop an appropriate set of terms with strict applications. "Educology" is proposed as a term meaning development to accommodate these effects. This report concludes with recommendations against the proposal and in favor of considering less stringent measures. Detailed tables supporting the analysis are appended. (PGD)

ED 266 555 EA 018 255

Blanchard, Stephen
The Evolution of a Financial Aid Program at a Selective Independent School in the Southwest.
PUB DATE- 85
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association of Independent Schools (Washington DC, February 28-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); Elementary Secondary Education; *Policy Formation; Private Education; *Private Schools; Scholarship Funds; *School Policy; *Student Financial Aid; Student Financial Aid Officers; Student Recruitment
IDENTIFIERS- Greenhill School TX

Following receipt in 1971 of a grant to fund ten athletic scholarships, the Greenhill School in Dallas, Texas established a financial aid committee and assigned financial aid a place in the budget. A policy statement was written expressing a commitment to supporting diversity in the student body through financial aid. In 1976 the school adopted an "empty seat" policy to fill out enrollment by offering places to qualified students with financial need. Cooperation with the Dallas Boys Clubs provided contact with disadvantaged students who could be screened for admission. The leasing of some of the school's property on a 99-year basis will assure a source of income that will completely underwrite the school's financial aid policy. Schools should review their financial aid policies, determining whether (1) they have adequate guidelines, (2) the school's policy is clearly communicated, (3) teachers are of varied backgrounds, (4) the faculty is sensitive to cultural diversity, (5) the curriculum allows for cultural differences, and (6) the provision of aid to staff members' children has received adequate review. Equitability in dispensing funds is particularly important and may best be achieved if handled by a single responsible person rather than by a committee. (PGD)

CONTRACT- 300-83-0198
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; Elementary Secondary Education; *Federal Aid; Incidence; Learning Disabilities; Mainstreaming; Racial Differences; Sex Differences; *Special Education Teachers; *Statistical Data; *Student Placement

The report presents an analysis of the size and composition of the school age handicapped population, the numbers and types of teachers providing education to them, the settings and accessibility of school facilities, and the levels of federal funding. The report notes the lack of available data on many national issues. Among major findings discussed are a growth of 15% in number of handicapped children receiving special education services from the 1976-77 to the 1982-83 school year; a dramatic growth in the number of children classified with learning disabilities; an increase of 31% in special education teachers from 1976-77 to 1981-82; the preponderance of integration in regular classes by speech impaired and learning disabled students; significant increases in school physical accessibility; an increase of 145% (adjusted for inflation) in federal grants for special education from 1977 to 1983; and higher proportions of males than females in classes for learning disabled students. (CL)

ED 266 571 EC 181 735

Special Education: Procedural Guide.
Dependents Schools (DOD), Washington, D.C.
REPORT NO.- DS-2500-13
PUB DATE- Jun 85
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Eligibility; Handicap Identification; *Individualized Education Programs; Physical Education; Preschool Education; Program Development; Program Evaluation; Referral; Special Education; *Student Evaluation; Vocational Education

Retardation; Program Effectiveness; *Student Attitudes

Attitudes and perceptions of elementary students about moderately mentally retarded children were measured in three elementary schools providing classroom programs for the moderately mentally retarded and three elementary schools not providing such programs. Additional variables investigated were size of school system/community (small, medium, and large) and grade level (first, third, and fifth). Following random assignments to experimental or control status, all experimental Ss were provided two 1-hour intervention sessions designed to increase student acceptance and awareness of mentally handicapped individuals. Intervention materials were selected from the Better Understanding of Disabled Youth program. Five weeks after the pretest, all Ss were again measured with the same instrument. Initial differences were discovered for each variable under consideration. Change scores between pretest and posttest measure indicated significant differences among comparisons of all experimental variables. Control groups remained stable on all variables from pretest to posttest. Multimedia presentations in the areas of handicap awareness and group interaction were effective ways of increasing students' acceptance of mentally handicapped children in a systematic manner. (Author/CL)

ED 266 587 EC 182 001

Tracy, John Michael

An Analysis of the Linguistic and Reading Comprehension Abilities of Severely Reading Disabled School Aged Children.

PUB DATE- Jun 83

NOTE- 146p.; Ph.D. Dissertation, University of Oregon.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)

DESCRIPTORS- Intermediate Grades; Language Acquisition; *Reading Comprehension; *Reading Difficulties; *Verbal Ability

The study utilized standardized testing procedures to identify the reading comprehension and verbal language characteristics of 12 fourth and fifth grade disabled readers. Reading comprehension was assessed with a standardized test of reading comprehension. Verbal language was assessed with a standardized test of verbal language. Descriptive, correlational, and inferential statistical procedures were utilized to analyze the data. Graphic comparisons of

Rabson, Barbara Burchuk, Ed.; Warshaw, Renata Karlin, Ed.
PALS Project: Art as a Learning Strategy. A Guide for Teachers and Students.
Learning to Read Through the Arts Programs, Inc., New York, NY.
PUB DATE- 80
NOTE- 42p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Learning to Read Through the Arts Programs, Inc., 4 E. 70th St., New York, NY 110021 ($3.50, $3.00 quantity price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aesthetic Education; *Art Activities; *Creative Development; Creative Expression; Elementary Education; *Interdisciplinary Approach; Language Arts; Music; *Reading Instruction

The book describes Learning to Read through the Arts (LTRTA), a curriculum combining art activities with writing and reading in small group workshops. The methodology of LTRTA has been applied and modified to work with different groups of students: perceptually impaired, reading disabled, and gifted students. Workshops are offered in mixed media, mime, yoga, sculpture, musical instruments and mask making, space and photography. The workshps motivate children to write, discuss, and read aloud their own creative writing. The book provides examples of some of the lessons in LTRTA classrooms and includes teacher descriptions of activities and student work. Information is also presented on the school, grades, student background, type of workshop, and materials needed. (CL)

ED 266 604 EC 182 019

Buethe, Diane; Buethe, Chris
Head Injured Learners: Facilitating the Education/Social Adjustment of Traumatically Brain Injured Learners in Academic Settings.
PUB DATE- Apr 85
NOTE- 30p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

NOTE- 25p.; Paper presented at the Conference of the Western Psychiatric Association (Sacramento, CA, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Illustrations; Junior High Schools; Learning Disabilities; *Mild Disabilities; *Reading Difficulties; *Recall (Psychology); *Spatial Ability
IDENTIFIERS- Prose Learning

Sixty-eight learning disabled and reading disabled junior high school-aged youths participated in two experiments regarding use of spatial organizers to increase prose recall. In Experiment 1, learners were required to study either a spatially organized illustration or a randomized (list format) illustration prior to hearing a related prose passage. Illustrations contained both mimetic (representational) symbols and referent labels. In Experiment 2, learners were required to study either spatially organized illustrations with or without mimetic symbols or randomized illustrations with or without mimetic symbols. All students were asked to recall the passage information and reconstruct the map. Results from both experiments indicated that spatially organized illustrations facilitated recall of related prose content and that the mimetic symbol illustration groups outperformed the labels groups. Results are discussed in terms of alterable instructional variables for mildly handicapped youths. (Author)

ED 266 620 EC 182 038

Asselin, Susan B.
DACUM Approach to Vocational Resource Teacher Education.
PUB DATE- 9 Mar 85
NOTE- 20p.; Paper presented at the National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Youth (Boston, MA, March 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Curriculum Development; *Disabilities; Graduate Study; Higher Education; *Resource Teachers; *Teacher Education; *Teaching Skills; Vocational Education; *Vocational

Liski, Erkki P.; Puntanen, Simo
A Percentile Regression Model for the Number of Errors in Group Conversation Tests.
PUB DATE- 85
NOTE- 14p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Data Interpretation; English (Second Language); *Error Analysis (Language); Foreign Countries; Group Discussion; Higher Education; *Language Tests; Mathematical Formulas; *Regression (Statistics); *Speech Communication; *Verbal Tests
IDENTIFIERS- Finland

A statistical model is presented for analyzing the results of group conversation tests in English, developed in a Finnish university study from 1977 to 1981. The model is illustrated with the findings from the study. In this study, estimates of percentile curves for the number of errors are of greater interest than the mean regression line. It was found that for each examinee both the distributions of total error frequency and the relative number of errors depended on the frequency of the examinee's utterances. Although talkative examinees made more errors than those who rarely spoke, proneness to errors decreased as the frequency of utterances increased, and talkative examinees performed better in this test. Male students were found to make more errors than females, but with almost no difference in the relative number of errors of the two sexes. A number of statistical tables are included in the text. (MSE)

ED 266 635 FL 015 449

Lutjeharms, Madeline
The Development of Reading Comprehension in FL Teaching--Combining Knowledge and Skill.
PUB DATE- 85
NOTE- 13p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland,

Attitudes; Language Styles; *Puerto Ricans; Questionnaires; Secondary School Teachers; Social Status; *Spanish; *Stereotypes; *Student Attitudes; *Teacher Attitudes

IDENTIFIERS- Spanish (Puerto Rican)

Part of a larger study of Puerto Ricans' language attitudes, an investigation of the attitudes of 104 high school teachers and students in Puerto Rico focused on whether the subjects dissented within or among groups on the published cliches or statements that stereotype Puerto Rican Spanish (PRS) as inferior. All but two subjects placed themselves in the middle class, and all had had exposure to other speech styles. Results showed that they generally perceived a speech continuity between PRS and the Spanish used in the rest of the Hispanic world, but they thought that PRS needed improvement, particularly in vocabulary. Although they considered that the language should be improved by some authority, they could not determine the source of that authority. Most subjects also expressed a feeling that there was something wrong with PRS, but they could not pinpoint it or suggest a remedy. Most felt that their own pronunciation was flawed in ways similar to those expressed in the stereotypes. Generally they did not find language to be as important as other factors in their social life, and they thought that the best Spanish was spoken in Spain. No interaction was found within or among groups of students and teachers. (MSE)

ED 266 650 FL 015 482

Schuster, Don, Ed.

Journal of the Society of Accelerative Learning and Teaching, Volume 8, Numbers 1-4, 1983.

Society for Accelerative Learning and Teaching, Inc.

PUB DATE- 83

NOTE- 144p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- *Acceleration (Education); Classification; *Classroom Techniques; Curriculum Development; Educational Research; Foreign Countries; Imagination; Industrial Training; Intensive Language Courses; Literature Reviews; Programed Instruction; *Psychological Studies; *Relaxation Training; Second Language Instruction; Simulation; *Teaching Methods; Verbal Learning

ability between certified and noncertified vocational teachers and the content validity, availability, and adequacy of funding for preservice vocational teacher education programs. Commission members also conducted on-site visits to designated vocational-technical centers and schools. The data collected were analyzed and incorporated into a series of recommendations addressing (1) certification requirements for vocational personnel; (2) preservice vocational education; (3) inservice education, technical updating, and recertification; and (4) the State master teacher program and salary compensation for vocational personnel. (Appendixes to this report include a breakdown of occupational categories for vocational certification by the State, the survey instruments used to examine preservice programs, the schedule and interview forms for the on-site visits, a list of occupational tests available through the National Occupational Competency Testing Institute, a summary of 1983-84 project funding by the Federal Vocational Education Act, and a list of the members of the project's panel of experts.) (MN)

ED 266 248 CE 043 469

Corwin, Luene; And Others

Evaluating and Revising Programs: A Forum of the National Postsecondary Alliance (San Diego, California, April 16, 1985).

National Postsecondary Alliance, Columbus, OH.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 86
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Community Colleges; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; *Formative Evaluation; Models; Needs Assessment; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Program Improvement; Questionnaires; Records (Forms); Two Year Colleges; *Vocational Education
IDENTIFIERS- Dallas County Community College District TX; South Puget Sound Community College WA; Triton College IL

This report reviews the program evaluation approaches used at three member colleges of the National Postsecondary Alliance (NPA), a consortium of postsecondary schools intent on achieving excellence

ED 266 261 CE 043 509

Glosson, Linda R.; And Others

Post-Secondary Analysis of Clothing/Textiles Technology Programs in Texas.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 161p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Articulation (Education); *Clothing Instruction; Cooperative Planning; Coordination; Course Content; Educational Cooperation; Educational Needs; Evaluation Criteria; Home Economics Skills; Information Dissemination; *Minimum Competencies; Needs Assessment; *Occupational Home Economics; Postsecondary Education; Program Content; Questionnaires; Secondary Education; State Surveys; *Statewide Planning; Tables (Data); Teacher Attitudes; *Textiles Instruction
IDENTIFIERS- *Texas

A study examined postsecondary occupational programs in clothing and textiles technology in Texas in order to (1) identify common essential competencies taught in postsecondary clothing/textiles technology programs, (2) develop and distribute student competency profiles of essential common competencies shared by the eight areas of study within these programs, (3) determine clothing/textiles technology competencies common to both secondary and postsecondary programs, (4) develop a play for articulation among and between postsecondary and secondary clothing/textiles technology programs, and (5) develop a model for improving communications among practitioners at both instructional levels. Data were obtained from a two-round Delphi study that was originally mailed to 100 postsecondary textiles/clothing teachers throughout Texas. Sixty-one teachers completed the first round and 45 completed the second. Of the 70 competencies and 259 subcompetencies included on the survey instruments, 59 and 191 reached a 70 percent or more consensus, respectively. Some of these were directly related to instruction provided at the secondary level in the areas of clothing, textiles, and home furnishings. (Appendixes, which

ED 266 275   CE 043 551

Organize the Content for a CBE Program. Module K-2 of Category K--Implementing Competency-Based Education (CBE). Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-186-8
PUB DATE- 86
NOTE- 61p.; For related modules, see ED 262 204 and CE 043 552-555.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; *Competency Based Teacher Education; *Course Content; Course Organization; *Curriculum Development; Educational Resources; Instructional Materials; *Job Analysis; *Learning Activities; Learning Modules; Material Development; Postsecondary Education; Program Development; Secondary Education; Task Analysis; Units of Study; Vocational Education

This module is one of a series of more than 125 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational instructors. The competencies upon which these modules are based were identified and verified through research as being important to successful occupational teaching at all levels of instruction. The modules are suitable for the preparation of instructors in all occupational areas. This module is designed to give prospective teachers skill in organizing the content for a competency-based program. The information and practice activities in the module will assist the student teacher in developing an occupational task list, verifying that list, and organizing it for instructional planning purposes. The module consists of a terminal objective, enabling objectives, prerequisites, resources and four learning experiences. The learning experiences, each based on an enabling objective, contain activities, information, case studies, feedback, and examples. The

Swartz, Richard; And Others
Adding an Essay to the GED Writing Skills Test: Reliability and Validity Issues. GED Testing Service Research Studies, Number 7.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
REPORT NO.- ISBN-0-8268-1203-6
PUB DATE- Jul 85
NOTE- 20p.; For a related document, see CE 043 578.
AVAILABLE FROM- GED Testing Service, American Council on Education, One Dupont Circle, NW, Suite 20, Washington, DC 20036 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Essay Tests; *High School Equivalency Programs; *Scoring; *Test Reliability; *Test Validity; *Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- *General Educational Development Tests

In preparation for adding an essay test to the General Educational Development (GED) test, the GED Testing Service undertook a series of studies to establish (1) whether acceptable reading reliabilities were attainable in decentralized holistic scoring sessions often involving no more than a dozen papers; (2) whether essay readers in a variety of locations, employing a variety or procedures, could consistently apply the same essay scoring standards (i.e., achieve scale stability); and (3) whether an essay would measure aspects of writing performance different from those currently measured by the multiple-choice test. The research studies involved the holistic scoring of essays written by more than 2,000 GED examinees from Washington, D.C., Iowa, and Maryland, and by a national sample of almost 4,000 high school seniors. Results indicate that acceptable levels of reading reliability are possible in decentralized scoring sessions. However, two studies of essay scoring scale stability yielded different results, demonstrating the need for additional monitoring techniques during scoring sessions to ensure that the score scale remains constant. To determine whether an essay represents a measure clearly different from the multiple-choice writing test, standard scores on the current GED Writing Skills (multiple-choice) test were correlated with holistic scores on an essay test. The extent of these correlations indicates that the two tests are measuring related but clearly different set of skills. The GED Testing Service plans to conduct additional research to identify the most effective methods for maintaining scoring scale stability in essay scoring sessions conducted in a variety of settings and to ensure that scores earned by students on different essay topics are comparable. (Author/KC)

ED 266 302 CE 043 605

Data Processing Secondary. Curriculum Guide.
Georgia Univ., Athens.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- 85
NOTE- 375p.; Some pages may be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Admission Criteria; Behavioral Objectives; Check Lists; *Competency Based Education; Criterion Referenced Tests; Curriculum; *Data Processing; Educational Facilities; Evaluation Criteria; *Instructional Development; Job Skills; Learning Activities; Lesson Plans; Occupational Information; *Office Occupations Education; Program Content; Secondary Education; *Statewide Planning; Student Recruitment
IDENTIFIERS- Georgia; Special Needs Students

This guide is intended to assist teachers organizing and presenting a course in data processing for secondary school students. Addressed in the individual sections of the guide are the following: the philosophy, purpose, and objectives of the course; admissions and recruitment; occupational information; employability skills; tasks addressed in the data processing curriculum; curriculum structure and content; facilities; special needs; and instructional management. The section on curriculum content includes a series of unit guides, each of which contains some or all of the following: a task or unit competency, a performance statement, suggested instructional activities, recommended instructional materials, estimated minimum times for completing instructional activities and evaluations; and evaluation criteria and activities. The section on instructional management information includes information on criterion-referenced testing and Georgia performance standards for graduation. A glossary concludes the guide. (MN)

ED 266 303 CE 043 608

Asche, F. Marion

DESCRIPTORS- Academic Ability; Blacks; Disabilities; Economically
  Disadvantaged; Educational Background; *Educational Benefits;
  *Educational Status Comparison; Enrollment; Females; Hispanic
  Americans; Limited English Speaking; *Outcomes of Education;
  Postsecondary Education; *Salary Wage Differentials; Secondary
  Education; Self Esteem; *Student Characteristics; *Vocational
  Education; Whites

A study investigated interrelationships between educational background and membership in "groups of special interest"--women, blacks, Hispanics, Native Americans, Asians, persons of low socioeconomic status (SES), handicapped individuals, and persons with limited English proficiency. Data were from the High School and Beyond sample and the sample from the National Longitudinal Surveys of Labor Market Experience Youth Cohort. The secondary vocational education curriculum attracted, in disproportionate numbers, youth with low SES, lower ability, and feelings of personal inadequacy. White men were most likely to enroll. Within the vocational education curriculum were pronounced gender differences by specialty. The likelihood of continuing education beyond high school was significantly greater for youths of higher SES, greater ability, and higher self-esteem. A secondary vocational curriculum paid off in earnings for youth subsequently employed in jobs related to training. Significant gender differentials in earnings existed. Regarding race and ethnicity, no statistically significant earnings differentials favored whites. Policy measures were implied by the absence of racial labor market discrimination, absence of racial and ethnic earnings differentials, and overrepresentation in vocational education of students with low self-esteem and their subsequent lower educational and labor market achievement. (YLB)

ED 266 316 CE 043 632

Bragg, Debra D.; And Others
Vocational Education Delivery Systems and Specialization: Impact on
  Groups of Special Interest.
**Ohio State Univ., Columbus. National Center for Research in
  Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
  Washington, DC.
PUB DATE- 86
NOTE- 82p.; For a related document, see CE 043 631.
CONTRACT- 300-83-0016

ED 266 329 CE 043 681

Industrial Arts: Elementary School. A Guide for Teachers.
Oregon State Dept. of Education, Salem.
PUB DATE- 86
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Career Awareness; Computers; *Elementary Education; Energy; Graphic Arts; *Industrial Arts; Industry; *Integrated Curriculum; Learning Activities; *Learning Strategies; Manufacturing; Power Technology; Resources; Technology; Telecommunications; Transportation

This handbook suggests ways elementary school teachers might use industrial arts (IA) activities as an alternative to traditional textbook assignments to teach or to reinforce some skills included in the state list of essential learning skills. An overview provides background information: a definition, content, scope and sequence for IA, and the integration of the essential learning skills. The next three sections contain IA goals and examples of teacher and student activities that help children acquire knowledge and skill in the three major areas of IA: graphic and electronic communication, energy-power-transportation, and materials--processes. The next section contains activity sheets that expand 17 of the 96 activities suggested in the three preceding sections. They are presented as examples to be used for planning and conducting elementary school IA activities. The final section lists resources available to develop and present IA experiences to elementary school students, including software, kits, books, human resources, and resource organizations. (YLB)

ED 266 330 CE 043 682

Stoudt, John; And Others
Exemplary Program Criteria 1985-1986. Pennsylvania Industrial Arts Technology Education. Revised.

functioning ability than retention of word lists. In an initial study, older adults' recall was found to be better in a meaningful context but was still not as good as the younger adults' recall. To test if better instructions would yield improved results, a follow-up study was conducted. Participants included 10 older adults aged 60-79 years from a college alumni association and 10 younger adults aged 18-20 from a college psychology class. Participants were told to make clay and then form shapes from it. Participants were informed that they would be asked to report everything they could remember about the procedure. A videotape was shown to illustrate the type of details to be remembered. Memory for four types of information was examined: superordinate and subordinate actions of clay-making and shape-making. The results indicated that only subordinate shape-making recall was lower for older adults than for younger adults. The organization of a meaningful context and additional instructions may have helped older adults' recall improvement in the second study. Further research should examine context-relevant memory although context support does not completely compensate for memory decline. (ABL)

ED 266 345 CG 018 825

Whyte, James A.; Rayman, Jack R.

Macrostructural Implications of the Holland Theory.

PUB DATE- 24 Aug 85

NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Choice; *Congruence (Psychology); Job Analysis; *Personality Traits; Social Science Research; *Social Structure; Technological Advancement; *Vocational Adjustment

IDENTIFIERS- *Holland Vocational Preference Inventory; Isomorphism; Macroanalysis

The interaction between personality and social structure is one of the grand themes of both classical and contemporary social science. While different disciplines have addressed this issue from a variety of perspectives, within both sociology and psychology there are long standing research traditions that focus on the relationship between personality and the occupational role

Harassment.
PUB DATE- 25 Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employed Women; *Employee Attitudes; Employees; Military Personnel; Personnel Management; Personnel Needs; Sex Bias; Sex Fairness; *Sexual Harassment; *Sexuality; *Work Environment

Sexual harassment is difficult to define. A study was undertaken to examine four variables related to sexual harassment: (1) sexual harassment when behaviors are unwelcome and sexual; (2) unwelcome nonsexual behavior called nonsexual aggravation; (3) welcome sexual behavior which includes organizationally dysfunctional relations and nondysfunctional ones; and (4) welcome nonsexual behavior including social support. Participants (N=308) were employees of a military organization including officers, enlisted soldiers, and civilian workers. Since women were considered the sex likely to be harassed, they were oversampled. Surveys measured sex, age, marital status, race, supervisory status, pay grade, percentage of males in work unit, group membership, incidence of harassment, and type of harassment. The results showed that incidence of sexual harassment was associated with age, marital status, and sex. Enlisted personnel were more likely to be harassed than were civilians or officers. Nonsexual aggravation was related to the incidence and severity of harassment. The most frequent harassment was sexist humor. Managers of organizations might monitor nonsexual aggravation as a less controversial indicator of sexual harassment than common measures. (ABL)

ED 266 360 CG 018 840

Boudewyns, Patrick A.; Fry, T. Jan
Token Economy Programs in VA Medical Centers: Where Are They Today?
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English

ED 266 374 **CG 018 854**

Gaudet, Linda M.; Powers, Gail M.
Differences in Coping Patterns in Parents of Chronically Ill Children.
PUB DATE- Mar 86
NOTE- 49p.; A research project for Master's Thesis, Arizona State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coping; *Diseases; Family Income; Family Structure; Fathers; Mothers; One Parent Family; *Parent Child Relationship; Psychological Services; *Sex Differences; *Test Validity
IDENTIFIERS- *Chronically Ill Persons

Little information exists on the coping patterns of parents of chronically ill children although there are 1,000,000 severely chronically ill children in the United States. To address the need for psychosocial services, Arizona is developing a program to serve its citizens. A study was conducted to examine the reliability of a major family coping instrument and the relationship between income levels and coping strategies of families experiencing pediatric illness and to compare the coping strategies of fathers and mothers and of single and dual parents. Participants included 65 parents from a peer support group for parents of chronically ill or disabled children. The Coping-Health Inventory for Parents (CHIP), a self-reporting questionnaire on family integration, strengthening self, and understanding the medical situation coping patterns was administered. A supplemental questionnaire focused on demographic information. The results revealed that mothers used the strengthening self and understanding the medical situation coping patterns more than did fathers. No significant differences were found between single and dual parents. There was no correlation between income level and coping patterns. This study found evidence of internal reliability and generalizability for the CHIP instrument. (ABL)

ED 266 375 **CG 018 855**

A Comparison of the Youth Authority's Institution and Parole Populations June 30, 1976 through June 30, 1985.
California State Dept. of the Youth Authority, Sacramento.

ED 266 389 CG 018 869

Handbook of Standards for Computer-Based Career Information Systems.
Association of Computer-Based Systems for Career Information, Eugene, OR. Clearinghouse.
PUB DATE- Jun 82
NOTE- 26p.; For related documents, see CG 018 870-872.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Counseling; *Computer Oriented Programs; *Counseling Effectiveness; Delivery Systems; *Educational Counseling; Evaluation; Financial Policy; *Information Systems; Marketing; *Standards
IDENTIFIERS- *Computer Assisted Counseling

This document presents standards for computer-based career information systems developed by the Association of Computer-Based Systems for Career Information (ACSCI). The adoption of ACSCI standards constitutes a voluntary means for organizations to declare that they subscribe to certain quality measures. These standards can be used to: (1) foster excellence through the development of criteria and guidelines for assessing effectiveness; (2) encourage improvement of effectiveness through self-study; (3) assure the users and the public that members have well-defined and appropriate objectives and criteria by which to be judged, and an organization to meet these standards; (4) provide assistance to developing systems; and (5) protect systems against factors harmful to effectiveness. A total of 51 standards are listed and briefly discussed in the six categories of organization, information development, marketing and user services, delivery systems, evaluation, and system finance. Each standard is numbered. A yes/no membership checklist of questions for organizations seeking eligibility in ACSCI is given and purposes and membership benefits of the association are listed. (ABL)

ED 266 390 CG 018 870

Directory of State-Based Career Information Delivery Systems, observation of the steps in the learning process, and (3) research design must also provide for observation of the cognitive transition from writer-based to reader-based writing. A separate "response," by Robert D. Armstrong is appended to the critique. It elaborates on the previous conclusions regarding the importance of the "wholeness of language" perspective and the means of making the common elements of language competencies available for use. (LLZ)

ED 266 404 CS 008 248

Gates, Louis
Beginning Reading: Making It Work.
PUB DATE- 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Reading; Decoding (Reading); *Phoneme Grapheme Correspondence; Phonetics; *Phonics; *Reading Instruction; Reading Processes; *Reading Research; Reading Skills; Teaching Methods; Word Study Skills

Focusing on phonograms and generalizations about phonics, this paper presents a comprehensive letter-sound study. The first chapter discusses the phonogram component of phonics, the Arthur Gates study of phonograms in 1928, the phonics generalizations studies of the 1960s, and the lack of a comprehensive study of the letter-sound relationship. The second chapter describes a comprehensive letter-sound study in which letter-sound relationships are noted in 16 generalizations, while chapter 3 has two parts, the first explaining the selection of the words listed in the second part, which focuses on blending short vowel sounds with single and blended consonant sounds. Chapter 4 discusses teaching automatic reading techniques--a modification of the repeated reading techniques--that will enable children to use the decoding skills they have learned to read text fluently. Appendixes include a list of parameters for the data presented in this report and a list of children's books that includes titles of both honorable mention and award-winning Caldecott and Newbery books. (EL)

ED 266 418 CS 008 311

Elliott, Joan B.; McFeely, Donald C.
Context Clues: Usefulness and Creative Instructional Techniques.
PUB DATE- May 85
NOTE- 20p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Context Clues; Elementary Education; *Learning Activities; Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; *Teaching Methods

Arguing that teachers need to provide direct instruction if they expect children to learn to apply semantic or syntactic clues as they are reading, this paper presents a variety of activities for teaching children to use context clues. Among the more than 35 activities described are: gathering clues from pictures, using a language experience approach, using a dictionary to discover context clue meanings, playing a word guessing game, nonsense story clues, playing Concentration, scrambled words and context cluing rebus writing, trigger words, talking workbooks, take away a letter, and scrambled sentences. (HTH)

ED 266 419 CS 008 314

Kuhara-Kojima, Keiko; Hatano, Giyoo
Domain-Specific Knowledge and General Skills in Reading Comprehension.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Critical Thinking; Elementary Secondary Education; Evaluative Thinking; *Humor; *Learning Activities; *Newspapers; *Reading Instruction; Teaching Methods
IDENTIFIERS- *Thinking Skills

Intended as a supplementary resource for teachers, this paper focuses on using humor to develop students' critical thinking and reading abilities. The paper suggests many newspaper humor activities for predicting word meanings through context clues, including the meanings of words in isolation and in context, in headlines, and in the comics. Next, the paper lists activities that teach inferencing with "W" and "H" questions (What? Why? When? Where? Who? and How?). The paper concludes with activities that show how newspaper humor can be developed as a tool for critical analysis of facts, opinions, and propaganda. (EL)

ED 266 434 CS 008 336

Stone, Ruth J.; Kinzer, Charles K.
Effects of English/Spanish Language Pattern Differences on ESL Learners' Comprehension of English Text.
PUB DATE- Dec 85
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Comparative Analysis; *English (Second Language); Grade 5; *Interference (Language); Intermediate Grades; *Language Patterns; Language Processing; Language Research; Miscue Analysis; *Reading Comprehension; *Reading Research; *Spanish Speaking

A study examined whether language patterns found in English, which differed from those in Spanish, would have a significant effect on English as a second language (ESL) learners' comprehension while reading English text. Average fifth grade readers were randomly assigned to either an initial Spanish speaking group (N=18) or an initial English speaking group (N=18). Nine stories were developed for the study, three for each of three different language pattern categories: similar, moderately similar, and dissimilar. Measures

debate has focused on the development of new structures for the production and exchange of news among Third World countries, this paper provides a qualitative and quantitative examination of three types of alternative news agencies. They include the second-tier Western agencies (DPA--Deutsche Presse Agentur--from West Germany, Kyodo from Japan); Third World national agencies (Tanjug--Telegrafska Agencija Nova Jugoslavija--from Yugoslavia, Xinhua from China, News Agency of Nigeria, Shihata from Tanzania); and global services (the Non-Aligned News Agencies pool, Inter Press Service). The paper concludes by noting that quantitatively these are similar to the big four Western agencies that provide most of the world's news, but qualitatively are very different. Appended are six data tables giving the results of a quantitative analysis of the various alternative services for the last two weeks of October, 1982. (Author/HOD)

ED 266 449 CS 209 364

Weaver, Laura H.

Writing for Mathematics Discovery-Learning: A Model for Composition Courses.

PUB DATE- 22 Mar 85

NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cognitive Processes; Content Area Writing; *Discovery Learning; *Discovery Processes; Higher Education; Learning Processes; Learning Strategies; *Mathematics Instruction; Perception; Productive Thinking; Teaching Methods; *Writing (Composition); *Writing Instruction; *Writing Skills

Focusing on how expert writers in various disciplines convey complex ideas, this paper shows how the techniques used by the mathematician, Clark Kimberling, in various writings can (1) be transferred to other disciplines, (2) show learning taking place, and (3) provide models for students to re-enact learning in all subject areas. The paper defines the process of discovery and describes Kimberling's four stylistic devices to create a form reproducing this activity of discovery: (1) first-person references found between the novice and expert writers in the areas of (1) recognizing global problems in writing, (2) turning maxims into action, (3) building a representation of complex problems, and (4) solving ill-defined problems. (Protocol excerpts and two case studies are included.) (HTH)

ED 266 465 CS 209 552

Atwood, N.; And Others
Cognitive Approaches to the Analysis of Technical Understanding. CDC Technical Report No. 24.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-24
PUB DATE- Nov 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Comparative Analysis; Content Analysis; Employment Experience; *Paraprofessional Personnel; *Prior Learning; *Readability; *Reading Comprehension; *Reading Research; Technical Writing
IDENTIFIERS- *Text Structure

Eighteen naval fire technicians served as subjects in a study using scenarios to simulate a real world task for assessing the readability of general technical texts. The scenario asked subjects to read a segment of text and to explain to a colleague how the particular component described in the passage functioned. Subjects' summaries were assessed on the extent to which both the gist of the passage and specific information were represented. Two experimental variations examined their effects on subjects' summaries in response to the scenario. The first variation involved the text with an original version and a revised version that was simplified using traditional readability indices. The second variation centered on the world knowledge that subjects brought to the task, with three groups of students differing in their amount and type of experience. Results supported the initial distinctions drawn between text versions and experience groups. The revised version was syntactically simpler on a number of dimensions such as readibility level, sentence length, and sentence structure. Furthermore, while the overall semantic content or gist of corresponding segments remained comparable, the revised version was lower in density of ideas, while the ideas presented were higher in

ED 266 479 CS 209 579

DeBacco, R.
Perception Stimulation in Creative Writing.
PUB DATE- Oct 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Northeast Regional Conference on English in the Two-Year College (20th, Portland, ME, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Creative Writing; Elementary Secondary Education; *Imagery; *Perception; *Perceptual Development; Perspective Taking; Pictorial Stimuli; Poetry; *Prewriting; Prose; Verbal Stimuli; Visual Perception

When handled well, description can give poetry and prose a quality of immediacy and accessibility by creating a dramatic context in which the writer's ideas and feelings can be shared by the reader. The use of perception stimulation can aid the student in producing effective images that lead to this dramatic context. To begin this learning process, students need to develop into accurate and sensitive perceivers by realizing, first, that people often do not perceive carefully enough and, second, that they perceive differently. A number of exercises can demonstrate these points. One exercise tests the students' ability to read carefully by asking them to follow a series of directions. Another exercise asks the class to reproduce a geometric configuration through verbal directions. After students realize that people perceive differently and often not well enough, exercises can be used to encourage them to strive for accurate and sensitive perception, which leads to effective images--images that are specific, concrete, and unique, and that create a clear picture of an object as well as convey an attitude or impression toward it by using figurative language and connotations. Finally, the Zen perspective on perception can be used to help students acquire and use the skills just learned by focusing the quality of their observations. (Sample exercises are included.) (HOD)

The Unesco-New World Information Order debate regarding the problems of communication development faced by the Third World is the focus of this paper. The paper begins with a discussion of the reasons for the United States withdrawal from Unesco, mentioning its lack of faith in the purposes, competence, and honesty of the organization. The second part of the paper discusses reasons for the failure of the New World Information Order, while the third part points out the importance of communication development to economic development and cites three studies focusing on telecommunications--the centerpiece of a renewed interest in communication and development for the rest of the 1980s and into the 1990s. The fourth part of the paper discusses (1) four U.S. government agencies investing in communication development in third world countries in 1984; (2) the government and media interest in the issue; (3) a list of 300 exchange, training, and internship programs in 70 countries put together by the World Press Freedom Committee and the Associated Press; (4) the establishment of a permanent foreign journalists' center (with a list of the orientation and training programs for which it serves as a clearinghouse); and (5) evidence of commitment to long-term development assistance. The paper concludes that communication has the potential to contribute constructively to Third World Development. (EL)

ED 266 496 CS 505 089

Lawrence, Kathleen A.
"My Key to the Men's Room": Mentor and Protege Relationships in Business and Professional Organizations. An Overview.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Planning; Communication Research; *Females; Interaction; Interpersonal Communication; *Interpersonal Relationship; Job Satisfaction; Job Training; Males; *Mentors; *Organizational Communication; Professional Development; *Role Models; Sex Differences; Sex Role; *Speech Communication
IDENTIFIERS- Communication Behavior

A mentor is a close, trusted, and experienced counselor or guide these areas are (1) lowering the entry barriers by developing a classification system of three levels of competition, and (2) increasing judge intervention when an argument exceeds the bounds of accepted debate practice. (HTH)

ED 266 511 CS 505 205

Paine, Fred K.; Paine, Nancy E.
Mass Communications: A Bibliography of Bibliographies.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Advertising; *Bibliographies; Broadcast Industry; Comparative Analysis; *Films; Film Study; *Journalism; *Mass Media; Public Relations
IDENTIFIERS- *Broadcast Journalism

The bibliographies cited in this collection deal with substantive issues in mass communication. Entries exclude media as creative forms, technical aspects of production, indexes, and union lists. The 234 entries--all works published since 1924--are arranged according to the following categories: (1) advertising and public relations, (2) broadcasting, (3) comparative mass communication, (4) film, (5) general works, and (6) journalism and print media. (HTH)

ED 266 512 CS 505 206

Ochs, Donovan J.
A Delightful Couple: Writing and Speaking Together.
PUB DATE- Feb 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

IDENTIFIERS- State Regulation

This paper considers how acceptance of arguments for the rights of parents to choose their children's schools would affect the regulatory and fiscal policies that underlie the existing mixed public/private system. The paper first reviews the existing system, describing state and federal methods for providing financial assistance to private education and the extent to which public and private schools are subject to regulation. School control, teacher hiring and firing, student selection and discipline, and school curriculum are noted as areas where the major differences in regulation exist. The paper next considers the reasons that parents may cite for selecting private education, then explores specific arguments that may be made to support parental claims to a right to choice. Factors affecting the acceptability of these arguments are reviewed, and possible methods for rebalancing the allocation of educational support are examined. The paper next considers constitutional limitations on such changes. The paper concludes with a discussion of changes in regulatory policy that could either restrict or enhance parental choice. The capacity of various agencies to institute change, and the kinds of changes that are permitted in light of court interpretations of constitutional requirements, are reviewed. (PGD)

ED 266 528 EA 018 156

Gotts, Edward E.; Purnell, Richard F.
Improving Home-School Communications. Fastback 230.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-230-5
PUB DATE- 85
NOTE- 27p.; Publication of this fastback sponsored by the Chicago State University of Phi Delta Kappa.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Organizational Communication; Parent Role; *Parent School Relationship; Public Relations; *School Community Relationship; School Involvement

Communicating effectively with parents and the wider community is important to schools for a number of reasons. Community members are "the fund of knowledge about education." The term "curriculum" would be restricted to representing one aspect of the broader field called "education" and would relate particularly to arrangements made for teaching and studying. The fund of knowledge about curriculum could then be identified by the term "educology of curriculum." This fund of knowledge can be investigated in terms of the ways in which curriculum and education in general are related: conceptually, historically, legally, scientifically, praxiologically, normatively, and politically. The fund of knowledge can also be categorized in terms of the kinds of knowledge that can be distinguished in the field: analytical, normative, and empirical. (PGD)

ED 266 542 EA 018 220

Christensen, James E.
Comparative Educology: A Bridging Concept for Comparative Educational Inquiry.
PUB DATE- Jul 84
NOTE- 15p.; Paper presented at the World Congress of Comparative Education (5th, Paris, France, July 2-6, 1984). For related documents, see EA 018 219-221.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; *Educational Philosophy; *Vocabulary
IDENTIFIERS- *Educology

The term "educology" refers to the entire fund of recorded knowledge about the entire educational process. This fund of knowledge can be extended through three types of disciplined inquiry: empirical, focusing on scientific and praxiological knowledge; normative, focusing on the intrinsic value of aspects of education; and analytical, focusing on the analytic philosophy of education, the history of education, and the jurisprudence of education. The concept of "educational philosophy" covers both normative and analytical concerns that should be kept distinct. Like anthropology, sociology, and psychology, educology refers to the effects of variables on its central subject. That is, the term "sociology of education" refers to education's effects on society, whereas the term "educology of society" refers to society's effects on education. The term "comparative education" is closely related to educology in at least one of its major meanings: both refer to

ED 266 556 EA 018 299

Hartman, William T.
Resource Allocation in High Schools. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; *Budgeting; Delivery Systems; Educational Equipment; Educational Planning; Expenditures; *High Schools; Input Output Analysis; *Operating Expenses; Personnel Management; Purchasing; *Resource Allocation; *School Administration; Staff Utilization

This study investigated the resource allocation process--how school administrators obtain the proper resources to operate their schools, distribute the available resources among the various school programs appropriately, and manage resources for effective educational results--in four high schools during the 1984-85 school year. Information was gathered from each school through observations, interviews, documentary material, and discussions with district personnel. On the basis of these data, a description of each school's resource allocation process was developed, and the feasible alternative approaches that administrators took in each component of the resource allocation process were identified and compiled into a three-part overall description of the process, covering acquisition, distribution, and management of resources, respectively. Quantitative analyses were also conducted to examine and compare the choices and results for each school. Numerous figures and data tables are contained in the text, and four appendixes provide comparisons of data from each individual school with the four-school average. (TE)

ED 266 557 EA 018 303

IDENTIFIERS- *Dependents Schools

The guide is intended to provide information to administrators and regional and local case study committees on special education procedures within Department of Defense Dependents Schools (DoDDS). The manual addresses a step-by step approach from referral to the implementation of individualized education programs (IEP). The following topics are covered: (1) case study committees (roles and responsibilities); child find (in-school activities); prereferral procedures (screening); processing the referral (role of case managers); assessment (procedural requirements); eligibility (determination); developing the IEP (parental participation, vocational education); reviewing the IEP (graduation, transfer procedures); special education service delivery (least restrictive environment, placement procedures); related services (transportation for diagnositic and evaluation purposes); other program options (preschool programs, hospital and homebound services); procedural safeguards (due process, generalized complaints); disciplinary procedures (emergency suspension); monitoring special education; special education service providers (paraprofessional functions); physical education for handicapped students; serving handicapped students in career and vocational education programs; regional guidelines; and special education census. Appendices include an index of student needs, and a variety of sample forms, including teacher evaluation forms, prereferral report form, and the assessment plan form. (CL)

ED 266 572 EC 181 736

Black, Talbot; McGonigel, Mary

Outreach and States Working Together: Outreach Series Paper (Number 2).

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- Nov 85

NOTE- 13p.

CONTRACT- 300-82-0369

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperative Programs; *Disabilities; *Federal Programs; *Outreach Programs; *Preschool Education; Program Development;

individual verbal languge scores of the study group to the verbal language test norms isolated a language disorder subgroup of eight children. Pearson Product-Moment correlations between the 16 reading comprehension and verbal language variables resulted in two significant negative correlations. Spearman rho correlations between the same 16 reading and language variables for the language disorder subgroup yielded three significant positive coefficients and two significant negative coefficients. Reading comprehension in general was found to be significantly related to performance in verbal expression, specifically syntax. When the reading comprehension and verbal language mean scores of the study group were compared to the projected appropriate means on the reading comprehensions and verbal language tests, statistically significant differences were found. (Author/CL)

ED 266 588 EC 182 003

Russell, Donald W.; And Others
My Child Is Gifted! Now, What Do I Do? Understandings and Suggestions for Parents.
North Carolina Association for the Gifted and Talented, Winston-Salem.
PUB DATE- 85
NOTE- 110p.
AVAILABLE FROM- North Carolina Association for Gifted and Talented, 1756 Stonewood Dr., Winston Salem, NC 27103.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Creative Development; Cultural Differences; Elementary Secondary Education; *Gifted; Learning Activities; Learning Problems; *Parent Child Relationship; Parent Participation; *Parent Role; Student Characteristics; Underachievement

Intended for parents of gifted students, the manual provides suggestions for understanding and working with the gifted child. The first section includes an overview of the nature of giftedness, talent, creativity, and intelligence; an analysis of special problems encountered by the gifted student (underachievement, cultural differences, learning difficulties); and a discussion of the rights and responsibilities of parents of gifted children. The second section is intended to offer practical ideas for parents. The first chapter offers information on home learning activities in

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adventitious Impairments; Coping; Educational Needs; Emotional Adjustment; Family Relationship; Injuries; *Neurological Impairments; Psychological Characteristics; Psychological Needs; Spatial Ability

Based upon 15 interviews, the paper discusses specific educational and social problems as perceived by nine brain injured learners (14-24 years old), their teachers, families, and peers. Interview excerpts illustrate executive functions of self-awareness, self-evaluation, and self-monitoring; the effects on families; and student difficulties in quantitative subject areas. Recurrent themes are noted, including feelings of disorientation, debilitating effects of negative teacher attitudes, and the existence of innovative problem solving approaches on the part of the brain injured students. (CL)

ED 266 605 EC 182 020

Obiakor, Festus
Comparison of Special Education Programs in Nigeria and the United States of America.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Education; *Disabilities; Educational Policy; Elementary Secondary Education; *Foreign Countries; *Special Education; State of the Art Reviews
IDENTIFIERS- *Nigeria

While comparing special education programs in Nigeria and the United States of America, the paper reviews the problems of special education in Nigeria. The comparison briefly hints at the federal role, special education categories, models of funding, admission into special education programs, procedural safeguards, and provisions for special education administrators. Cultural factors that have affected the perception of the handicapped are reviewed. Recommendations for policy makers and program planners in developing countries like Nigeria include reeducation of society, development of a national policy on special education, and strengthening of teacher education. (Author/CL)

Education Teachers
IDENTIFIERS- *DACUM Process

A DACUM (Developing A Curriculum) approach was used to design an appropriate graduate course using verified competencies of vocational resource teachers of handicapped students. Twelve experts participated in a 2-day workshop resulting in the identification of 53 task competencies and 8 human competencies. A survey instrument was developed from the workshop and administered to 43 vocational resource teachers. Analysis of 36 responses provided demographic data and a set of verified competencies. Specific course objectives were then developed based on these competencies which included understanding roles and responsibilities of vocational resource personnel, developing and coordinating delivery and evaluation of effective inservice programs, and evaluating the effectiveness of the vocational resource program. (CL)

ED 266 621 EC 182 039

Day, Pat Spencer
Methods for Enhancing Efficiency of Interdisciplinary Team Decision Making.
PUB DATE- Jun 85
NOTE- 16p.; Paper presented at the Convention of CAID/CEASD (St. Augustine, FL, June 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Decision Making; Disabilities; Elementary Secondary Education; *Hearing Impairments; *Interdisciplinary Approach; Interprofessional Relationship; *Teamwork

The paper reviews difficulties in special education interdisciplinary team decision making and relates the experiences of one team's efforts to increase intra-team communication. Among problems cited are lack of focus in discussions, unequal levels of participation, and limited abilities to produce recommendations or provide therapy in a truly integrative fashion. The team discussed, which is involved with hearing impaired students, developed methods that address two goals: (1) to increase the degree of integration and cooperation among team members; and (2) to increase the

November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Comparative Analysis; Context Clues; Dictionaries; Foreign Countries; *German; Grammar; Instructional Materials; Learning Strategies; Listening Skills; Material Development; *Reading Comprehension; *Second Language Instruction; *Transfer of Training; *Vocabulary Development

Techniques and approaches useful for developing reading comprehension and reading skills in second language learners are discussed and illustrated with examples from German. Literature is reviewed on: the effectiveness of reading while listening, transfer of skills and knowledge from one language to another, the role of guessing in reading comprehension, and the contrastive method of second language learning. Exercises for vocabulary development, dictionary use, transformation and recognition of difficult common words and cognates, language awareness, inflection, global text comprehension or extensive reading (including recall), and detailed or intensive text comprehension are suggested. (MSE)

ED 266 636 FL 015 450

Perkins, Kyle; And Others
Evidence for Unique Articulatory and Auditory Dimensions in ESL Data.
PUB DATE- 85
NOTE- 16p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Learning; *Data Interpretation; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Language Tests; *Linguistic Theory; Listening Comprehension; Second Language Learning

A study was carried on to analyze a data set in order to determine

IDENTIFIERS- Consciousness; *Suggestopedia; Yoga

The spring-summer and fall-winter 1983 numbers of the journal include these articles: "Body-Mind Integration Through Yoga" (Marie Paulyn); "The Effectiveness of Three Classroom Teaching Methods: Programmed Instruction, Simulation, and Guided Fantasy" (Elizabeth B. Groff, Gary F. Render); "Teaching Relaxation in School: A Survey of Research and Empirical Studies" (Sven Setterlind); "Socio-Cultural Environments and Suggestopedia" (Milla Bayuk); "Some Implications of Consciousness Research for Education" (Stanley Krippner); "How to Develop a Non-language Course Using Accelerative Learning" (Ron Ennis); "Toward a Taxonomy of Methods for Improving Teaching and Learning" (Win Wenger); "A Taxonomy of Methods to Increase Human Intelligence" (Win Wenger); "Suggestive Accelerative Functioning in Industry Training" (Otto Altorfer); "Contents and Boundaries of Understanding 'Intensive Training'" (Alex A. Leontiev, Galina Kitaigorodskaya); "Yoga Factors in Accelerative Learning" (W. Jane Bancroft); and "Evaluation of a Vibrating Chair in Facilitating Verbal Learning" (Donald H. Schuster). (MSE)

ED 266 651 FL 015 483

Three-Year French Program. Curriculum Guide, Grades 10-12. Revised.
Alberta Dept. of Education, Edmonton.
PUB DATE- 85
NOTE- 160p.; Supersedes ED 245 542 (approximately 21 pages have been revised). For related documents, see FL 015 484-485.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; *Cultural Education; Curriculum Guides; *Educational Objectives; Foreign Countries; *French; Grade 10; Grade 11; Grade 12; High Schools; Instructional Materials; *Language Skills; *Second Language Programs; *Student Evaluation
IDENTIFIERS- Alberta

The curriculum guide for Alberta's three-year French language program, which spans grades 10 through 12 and is intended for jurisdictions able to offer only the minimum language program, includes the following components: a set of objectives reflecting the province's goals of basic education and a rationale to support the inclusion of French in a school program; specification of

in occupational education. The first paper, "Introduction" by Luene Corwin, discusses the goals and major activities of the NPA. The second paper, "Program Evaluation at South Puget Sound Community College," by Kenneth J. Minnaert, outlines the eight-component program that has been used to evaluate occupational education at this intermediate-sized school every 3 years since 1970. In a paper entitled "Program Evaluation in a Multicampus Community College District," Ted Martinez, Jr., reports on the evaluation system that was designed to deal with a multicollege entity (Dallas County Community College District) in Texas designed to serve 25,000 occupational students in 123 different occupational programs. Maurice Lemoine discusses the problem of developing and implementing a three-tiered evaluation approach at a large, single-campus college serving 25,000 students in a major metropolitan area suburb in his paper entitled "Triton College Program Evaluation Model." Appendixes to this forum report include guidelines and data collection instruments used in the evaluation processes at each of the three 2-year colleges discussed and a list of member institutions of the NPA in 1985-86. (MN)

ED 266 249 CE 043 470

Rekkedal, Torstein
Introducing the Personal Tutor/Counsellor in the System of Distance Education. Project Report 2: Final Report.
NKI-Skolen Undervisningssentrum, Oslo (Norway).
REPORT NO.- ISBN-82-562-1716-2
PUB DATE- 85
NOTE- 109p.; Project: Early Withdrawal in Distance Educataion; Organized by the Norwegian Association for Distance Education. For an earlier report, see ED 235 774.
AVAILABLE FROM- NKI, P.O. Box 10, N-1321 Stabekk, Norway (120 krone).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; College Faculty; Delivery Systems; *Distance Education; *Dropout Prevention; Dropout Research; Educational Counseling; Foreign Countries; *Integrated Activities; Postsecondary Education; *Teacher Role; Teacher Student Relationship; *Tutorial Programs
IDENTIFIERS- Norway

A research project examined the effectiveness of using personal tutors/counselors in distance education programs as a means of comprise two-thirds of this report, include various survey-related correspondence, the survey instruments used in each round, a list of competencies and subcompetencies not reaching consensus, tables displaying responses pertaining to each of the individual competencies and subcompetencies, and a postsecondary clothing and textiles student competency profile.) (MN)

ED 266 262 CE 043 510

Glosson, Linda R.; Schrock, Jay R.
Competencies Needed for Articulation among and between Post-Secondary Vocational Food Technology Programs in Texas.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 85
NOTE- 117p.; Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Standards; *Articulation (Education); Course Content; Educational Needs; Evaluation Criteria; Food Service; *Foods Instruction; Home Economics Skills; *Minimum Competencies; Needs Assessment; *Occupational Home Economics; Postsecondary Education; Program Content; Questionnaires; State Surveys; *Statewide Planning; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Texas

A study examined the competencies needed for articulation among and between postsecondary vocational food technology programs in Texas. A two-round Delphi survey was used to collect data from the instructors and coordinators of food service programs in Texas postsecondary institutions during the 1984-85 school year. Thirty-five of the 71 persons (52 percent) asked to participate in the first round completed questionnaires; all of these 35 individuals completed round 2 questionnaires. A consensus of 70 percent or more was reached on 208 of the 223 items on the Delphi questionnaire. Subcompetencies not reaching consensus were not contingent on the educational level, type of degree held, major area of study while in school, years of teaching experience, or years of food service experience. Eight of the 18 subcompetencies on which no consensus was reached were related to teaching in the are of restaurant management. (Appendices include a select final learning experience is an actual teaching situation in which the prospective teacher is to organize the content for a competency-based education program and be assessed by a resource person. A sample assessment form is included. (KC)

ED 266 276 CE 043 552

Organize Your Class and Lab to Install CBE. Module K-3 of Category K--Implementing Competency-Based Education (CBE). Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-89606-189-2

PUB DATE- 86

NOTE- 78p.; For related modules, see ED 262 204 and CE 043 551-555. Some pages contain small print.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)

DESCRIPTORS- Academic Records; Behavioral Objectives; *Classroom Environment; Classroom Techniques; Competence; *Competency Based Education; *Competency Based Teacher Education; *Course Organization; Curriculum Development; Educational Resources; Grading; *Laboratories; Learning Activities; Learning Modules; Postsecondary Education; Program Development; *Recordkeeping; Secondary Education; Teaching Methods; Units of Study; Vocational Education

This module is one of a series of more than 125 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational instructors. The competencies upon which these modules are based were identified and verified through research as being important to successful occupational teaching at all levels of instruction. The modules are suitable for the preparation of instructors in all occupational areas. This module is designed to give prospective teachers skill in organizing their classes and laboratories to install competency based education (CBE). It deals with the decision making, planning,

ED 266 289 CE 043 578

Swartz, Richard; Whitney, Douglas R.

The Relationship between Scores on the GED Writing Skills Test and on Direct Measures of Writing. GED Testing Service Research Studies, Number 6.

American Council on Education, Washington, D.C. General Educational Development Testing Service.

REPORT NO.- ISBN-0-8268-1205-4
PUB DATE- Jun 85
NOTE- 13p.; For a related document, see CE 043 577.
AVAILABLE FROM- GED Testing Service, American Council on Education, One Dupont Circle, NW, Suite 20, Washington, DC 20036 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Essay Tests; *High School Equivalency Programs; Reading Tests; *Testing; Test Reliability; Test Validity; *Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS- *General Educational Development Program

The primary purpose of this study was to examine the relationship between scores on the multiple-choice General Educational Development (GED) Writing Skills test and scores on holistically graded essays. Secondary purposes included the following: (1) examining the relationship of essay scores to scores on the multiple-choice GED Reading Skills test and (2) examining the relationship of time spent in writing essays with scores on the essay tests. In the spring of 1984, the GED Testing Service holistically scored more than 2,300 essays written by a nationally representative sample of high school seniors. The students completed either the GED Writing Skills test or the GED Reading Skills test in conjunction with one, and in half of the cases, two, essay assignments. The three essay topics used in the study were designed in the rhetorical modes of description, persuasion, and exposition. Results indicated that students writing on more than one topic received different scores on different topics. The range of values for the correlations between the indirect and direct measures of writing indicates that there is a substantial relationship between the two, but that the essay and multiple-choice tests are measuring somewhat different skills. Similarly, the range of correlations between scores on essays in different rhetorical modes suggests that these modes tap slightly different writing skills. Finally, a positive but weak relationship

Planning for Secondary Vocational Education in Georgia.
Georgia Univ., Athens.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
PUB DATE- Jun 85
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Needs; *Educational Planning; *Educational Policy; Federal Legislation; Models; *Needs Assessment; *Policy Formation; Secondary Education; State Legislation; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Georgia

A literature review and analysis was undertaken in order to present policymakers in Georgia with broad overview of the issues related to planning in vocational education and to propose a modified programmatic model for vocational education that would incorporate contemporary thinking about the mission of secondary vocational education and implement new federal and state legislative requirements. Various planning theories were analyzed, including synoptic, incremental, mixed-scanning, advocacy, radical, and transactive planning. The methods of allocative and innovative planning were compared. Each theory was analyzed with respect to its applicability to vocational education, public interest, human dimension, feasibility, capacity for generating action, substantive theory, goal setting and clarification, leadership involvement and development, local/regional variability, experimentation and innovation, and capacity to generate and use data. Vocational planning was also examined in relation to economic theory and the underlying economic model of planning. The study culminated in the formulation of recommendations concerning development of a (1) statewide information system that would include student and employer followup data, (2) a two-component planning model for secondary vocational education that would involve management, operational, and long-range planning, and (3) a systematic program of curriculum development and revision based on the proposed statewide planning model. Twenty-two pages of references conclude the report.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Delivery Systems; Disabilities; Economically Disadvantaged; Educational Assessment; *Enrollment; Females; High Schools; Limited English Speaking; *Majors (Students); Males; Minority Groups; Program Effectiveness; Regional Schools; *Salaries; *School Effectiveness; Secondary Education; *Vocational Education; Vocational High Schools; Vocational Schools

A study examined the relative effectiveness of three alternative delivery systems for secondary vocational education--vocational high schools, comprehensive high schools, and area vocational centers. It also ascertained how well secondary vocational education is serving women, minority groups, handicapped individuals, economically disadvantaged persons, and persons with limited English proficiency. Data were from the High School and Beyond National Longitudinal Survey. Among vocational majors, men were relatively more numerous in vocational high schools and area vocational centers. Vocational high schools enrolled relatively more blacks and low-ability and low socioeconomic status (SES) students than did the other two types of schools. The trade and industry specialty was the most popular in vocational high schools and area vocational centers, the business specialty in comprehensive high schools. Although women were predominantly enrolled in business, the majority of women attending vocational high schools specialized in trade and industry. The effect of delivery systems on earnings was negligible when compared with the effects of students' characteristics and environmental factors. The only significant findings of a delivery system effect on earnings was a negative one for area vocational centers compared to comprehensive high schools. Findings provided a basis for questioning the popular notion that area vocational centers produce a better payoff. (YLB)

ED 266 317 CE 043 633

Crowe, Michael R.; And Others
Analysis of Students' Basic Skills Performance in Selected Instructional Delivery Systems: Final Report.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 26 Sep 85
NOTE- 62p.; For a related document, see CE 043 683.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Demonstration Programs; *Evaluation Criteria; *Industrial Arts; *Program Evaluation; Secondary Education; *Self Evaluation (Groups); Standards; Vocational Education
IDENTIFIERS- Pennsylvania

These criteria are designed for use by teachers and administrators to conduct a self-assessment of an industrial arts program for students and thus identify outstanding programs. General criteria are grouped under 12 standards: purpose, administration and supervision, learning resources, finances, instruction, equipment, facilities, instructional staff, leadership training, safety and health, recordkeeping and evaluation, and student populations served. Ratings are yes, no, or but, with a space for comments. It is suggested that after conducting a thorough and satisfactory self-assessment, the teacher and administrator submit the program for consideration. Specific criteria are also provided for these programs, eligible for submitting an application for consideration as an exemlary program: junior high/middle school power technology, junior high/middle school industrial materials, junior high/middle school visual communications, senior high drawing/design, senior high electricity/electronics, senior high graphic arts, senior high metalworking, senior high photography, senior high power technology, and senior high woodworking. (The program for which application is made must meet all general criteria and the set of specific criteria for that program.) (YLB)

ED 266 331 CE 043 683

Stoudt, John; And Others
Program Guide K-12. Pennsyulvania Industrial Arts Technology Education.
Industrial Arts Association of Pennsylvania.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 84
NOTE- 24p.; For a related document, see CE 043 682.
LANGUAGE- English

structure. In psychology, the Holland theory of vocational choice has received a considerable amount of research interest and support over the last decade. Widely used as a theoretical perspective in research and as an orienting and classification device in vocational counseling, the perspective of the Holland theory is that a person searches for an occupation that will be congruent with his or her personality. Macrostructural implications show that the probability of congruence is determined by the degree of isomorphism between the relative frequency distributions of personality and occupation types. The relative frequency distribution of occupation types is determined by technology and socioeconomic factors. Some personality types will experience increased structural incongruences when the system's isomorphism decreases and they will be less likely to replicate their personality type through redistribution mechanisms. Redistribution will, however, act to decrease the membership of personality types that are affected by structural incongruence and consequently the system will tend towards a condition of isomorphism. This theory has both cultural and research implications. (Author/ABB)

ED 266 346 CG 018 826

Ariel, Shlomo
Family Play Therapy.
PUB DATE- Sep 85
NOTE- 9p.; Paper presented at the Netherlands Organization for Postgraduate Education in Social Sciences (Amsterdam, The Netherlands, September 12-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Children; *Counseling Techniques; *Family Counseling; Family Problems; Foreign Countries; Parent Child Relationship; *Play Therapy
IDENTIFIERS- *Israel

This paper examines a case study of family play therapy in Israel. The unique contributions of play therapy are evaluated including the therapy's accessibility to young children, its richness and flexibility, its exposure of covert patterns, its wealth of therapeutic means, and its therapeutic economy. The systematization of the therapy attempts to show what the formal and functional properties of make-believe play are, how they can be used in the family play-therapeutic process, and how they can be mobilized to

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Institutionalized Persons; *Mental Disorders; *Psychiatric Hospitals; *Psychiatric Services; *Psychotherapy; Socialization; *Token Economy
IDENTIFIERS- Veterans Administration

In 1977 Paul and Lentz published results of social learning therapy, also called token economy, for chronic psychiatric inpatients of state mental hospitals. The enormous success of token economy therapy both for the patients' mental health and for cost effectiveness led Paul and Lentz to conclude that this therapy was the treatment of choice for the chronically mentally ill and would overtake active milieu therapy and medications/custodial care. A study was conducted which surveyed Veterans Administration Medical Centers nearly 8 years after the Paul and Lentz study to see if this had occurred. The 20 Veterans Administration Centers which had psychiatric inpatients all responded to the survey questionnaire which asked about their use of and opinions on the token economy system. The survey results revealed that only one percent of all psychiatric patients were treated with token economy therapy. One half of those centers with inpatient services used this type of therapy. Staff resistance, staff shortages, and difficulty in referrals were given as problems with the therapy. The Diagnostic Related Group payment system may reduce funding for this inpatient care and further decrease the use of token economy. (ABL)

ED 266 361 CG 018 841

Horevitz, Richard P.
Clinical Mastery of Hypnosis.
PUB DATE- Aug 85
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Psychology; *Counseling Techniques; *Counselor Qualifications; *Counselor Training; Higher Education; *Hypnosis

Hypnosis is an increasingly popular clinical intervention. The number of training courses in hypnosis is growing each year.

PUB DATE- Dec 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Adolescents; *Correctional Institutions; Criminals; *Delinquency; Demography; *Prisoners; Racial Composition; Sex Differences; *Young Adults; Youth Problems
IDENTIFIERS- *Parolees

This document is a 10-year statistical summary (1976-1985) of young criminal offenders in the state of California's Youth Authority Program. The effect of Youth Authority policy and legislative influences on Youth Authority population are discussed. A brief textual summary of the changes in this 10-year period includes the following findings: (1) that the 1985 population is the largest ever, primarily due to the increase in offenders committed to the Department of Corrections; (2) institutionalized females make up four to five percent of the total institutionalized population and the female paroled population percentage is decreasing; (3) Youth Authority criminal case commitments are dropping; (4) percentages of institutionalized persons from southern California has risen; (5) commitment offense proportions have fluctuated; (6) white population percentages have decreased while Hispanic and black percentages have increased; and (7) the average age has remained nearly the same, rising from 18.7 to 18.8 years. Data tables include characteristics of the Youth Authority institutional and parole populations broken down by sex and location. (ABL)

ED 266 376 CG 018 856

Barnes, Lori; And Others
Discharged Elderly Nursing Home Care Unit Patients: A Follow-Up Study.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deinstitutionalization (of Disabled); Institutionalized Persons; Males; *Nursing Homes; *Older Adults; *Program

1985-86.
Association of Computer-Based Systems for Career Information, Eugene, OR. Clearinghouse.
PUB DATE- 86
NOTE- 96p.; For related documents, see CG 018 869, and CG 018 871-872.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Counseling; *Computer Oriented Programs; *Delivery Systems; Information Services; *Information Systems; *Job Search Methods
IDENTIFIERS- *Computer Assisted Counseling

This document is the 1985-86 directory of the Association of Computer-Based Systems for Career Information (ACSCI). An introduction states that 41 states, the District of Columbia, and Puerto Rico have computer-based career information systems (CIDS) used by over 4,500,000 adult and student job seekers. Two-thirds of the systems are in elementary and secondary schools with the rest in training centers, vocational institutes, community colleges, and rehabilitation agencies. The 42 computer-based information delivery systems are listed alphabetically by state with information on management, organizations represented on advisory body, special features, delivery system medium and statistics, service statistics, and finances. Eleven descriptions of major software systems are given including the Appalachia Educational Laboratory Career Information System, Career Information System, Career Prospects, CHOICES, Coordinated Occupational Information Network/Bell & Howell, National Educational Software Service, DISCOVER, Guidance Information System, Micro-SKILLS, System of Interactive Guidance and Information, and VIEW. A description of ACSCI and technical notes are given. Full and supporting members of ACSCI are listed. (ABL)

ED 266 391 CG 018 871

Caulum, David, Ed.; Lambert, Roger, Ed.
Guidelines for the Use of Computer-Based Career Information and Guidance Systems.
Association of Computer-Based Systems for Career Information, Eugene, OR. Clearinghouse.
PUB DATE- 85
NOTE- 19p.; Paper originally presented at the Annual Convention of

ED 266 405 CS 008 263

Nagy, William E.
Vocabulary Instruction: Implications of the New Research. (Draft/Outline).
PUB DATE- Nov 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *Instructional Improvement; Reading Improvement; *Reading Research; *Teaching Methods; *Vocabulary Development; Word Recognition

Reading research can answer the question of how to teach vocabulary to increase reading comprehension. Literature reviews show that almost any type of vocabulary instruction can produce significant gains in word knowledge, but that since more than this superficial knowledge is necessary to make a difference in reading comprehension, much vocabulary instruction fails. The definitional approach teaches labels rather than concepts, while the context approach is ineffective when taught as a discrete skill. Although combining these two teaching methods is effective, several new instructional techniques are still more "powerful." The characteristics of powerful techniques are integration, or establishment of connections or relationships between instructed words and other words and concepts; repetition, or repeated encounters with new words; and using word meanings to make inferences. Producing the largest vocabulary gains with limited instruction time also requires efficient as well as powerful instruction. Research suggests that most people learn vocabulary incidentally, from context, hence the following paradox: the most powerful method of vocabulary instruction is quite inefficient and the least powerful method is quite efficient. This leads to five recommendations for vocabulary instruction: (1) intensive instruction should be used for a relatively small number of carefully selected words, (2) powerful vocabulary instruction can be applied with intermediate levels of intensity to a large number of words, (3) the classroom atmosphere should be saturated with new and interesting words, (4) students should increase the time actually spent reading, and (5) students should be given instruction that will help them become more effective independent

4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Critical Thinking; Higher Education; Memory; *Prior Learning; *Reading Comprehension; *Reading Research; Reading Skills

A study examined whether the reading comprehension of students with rich domain-specific knowledge will be better than that of students without it and whether assessed general skills will be correlated significantly with reading comprehension performance for students without specific knowledge, but negligible for the students with much specific knowledge. Subjects, 36 undergraduate engineering students and 321 music students enrolled in educational psychology courses, were first asked to read the music text and then take the comprehension test. Next they were given the engineering text and the corresponding comprehension test, and finally the Critical Thinking Appraisal test. Results showed that relying on domain-specific knowledge is more effective than relying on general reading skills as the basis for constructing representation, and that general reading skills made a significant contribution to reading comprehension for students who did not have content-specific knowledge, but a negligible one for students who did. (Tables of findings are included.) (EL)

ED 266 420 CS 008 315

Nickerson, Raymond S.
Adult Literacy and Technology. Report of a Workshop (October 1-2, 1984). Technical Report No. 351.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 81p.; This report follows from a two-day workshop on Adult Literacy and Technology convened by the Adult Literacy Initiative of the U.S. Department of Education, October 1-2, 1984.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Computer Assisted Instruction;

included two categories: students' retelling scores, a rating scale designed to provide information on learners' perceptions of story difficulty; and four comprehension questions on each story that was read. Students also read each story orally, providing a miscue score. Students in both groups read three stories, one with each language pattern. On the retelling measures the lowest scores were found on stories that were most dissimiliar from students' initial language. Oral reading errors increased as language pattern similarity decreased. Yet, on literal comprehension questions, students attained the highest scores on dissimilar passages. The results support the contention that texts violating readers' expectations about language patterns while reading can have disruptive effects. However, the fact that the comprehension question scores did not concur with the retelling scores implies that further investigation is needed. (HTH)

ED 266 435 CS 008 337

Mikulecky, Larry; Ehlinger, Jeanne
The Influence of Metacognitive Aspects of Literacy on Job Performance of Electronics Technicians.
PUB DATE- 4 Dec 85
NOTE- 4p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Electronic Technicians; Employment Experience; Employment Level; Job Analysis; *Job Performance; Job Skills; *Literacy; *Metacognition; Reading Skills; Writing Skills

A study explored the relationship between literacy and on-the-job performance. Subjects were 29 electronics technicians who were employed at a technical school, a naval base, a major Fortune 500 electronics plant, and a small local electronics plant. Subjects, classified according to three different employment levels (training, experienced, and supervisory), were observed, interviewed, tested, and rated according to job performance. Results indicated significant differences among experience levels in terms of literacy abilities, job literacy demands, and literacy strategies and purposes employed on the job. In addition, there appeared to be relationships between electronics technicians' rated job performance and their ability to handle job literacy demands.

Superior job performers seem to be able to express and explain to others the important aspects of what they read. (DF) to the teacher/writer's experience in the classroom and second-person references to the audience (other teachers); (2) language and syntax depicting the excitement of learning; (3) idealized dialogue ("language somewhere between the way students usually talk and the actual language of mathematics,") and (4) insertion of bits of mathematics history into the discussion to establish continuity between present and past discoveries. The paper then discusses the use of the articles to stimulate students' writing about the process of one of their own discoveries and mentions some of the varied topics on which students have written. The paper includes a discussion of the benefits of using these articles in composition assignments. A four-page bibliography lists articles and other writings by Kimberling. (EL)

ED 266 450 CS 209 399

Maling, Rowena
English Programme: "Wild Cat Falling" by Colin Johnson. Resources.
Australian Association for the Teaching of English.
PUB DATE- Jun 85
NOTE- 13p.; Small print in chart may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Class Activities; *College Preparation; Communication Skills; English Instruction; Evaluation; Foreign Countries; Language Skills; Learning Activities; *Literature Appreciation; Novels; Program Development; Program Evaluation; Reading Skills; Writing Skills

A program developed for adult aboriginal and part aboriginal underachieving students uses the novel "Wild Cat Falling" in the admission studies course of an Australian college. The program combines a study of literature with language and skills development components, encourages student self esteem, and allows students to learn through their own reading, writing, and testing activities. A chart provided to help instructors teach this program covers three phases: an overview, a detailed presentation of study, and a summary and evaluation of the instruction. The chart is divided into four sections: objectives, methods, instructional materials, and evaluation. (EL) hierarchical level and salience than in the original version. Three pages of references conclude the paper. (HOD)

ED 266 466 CS 209 554

Durst, Russel K.
Cognitive and Linguistic Demands of Analytic Writing.
PUB DATE- Oct 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; *Expository Writing; High Schools; *Language Processing; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Analytic Writing; *Summarization

A study examined the differences between the processes involved in analytic and summary writing by contrasting student writing of both kinds. Twenty 11th graders, 10 high and 10 average ability writers, participated in two composing-aloud sessions. In one session, the student wrote an analytic essay about a history passage and, in the other session, a summary of a different history passage. Think-aloud protocols were divided into individual communication units, each of which was analyzed for seven categories representing underlying features of the writing process. In analytic writing, students used a more varied and complex set of thinking operations than when writing summaries, for which they mainly restated pieces of content from the reading, with little interpretation of content. Overall, results indicate that, where critical thinking skills are concerned, the nature of the writing task makes a significant difference, and that the act of writing can serve as a powerful heuristic--a tool for thinking critically about subject matter. (Author/EL)

ED 266 480 CS 209 580

Bryant, Paul T.
Graduate Education in English: Whither and Why?
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College English; *Educational Change; *Educational Philosophy; *Educational Planning; English Departments; *English Instruction; *Graduate Study; Higher Education; Intellectual Disciplines; Outcomes of Education

As the demographics of higher education, the role of higher education in society, and society itself all change, graduate education in English will inevitably change. The functions of graduate study in English are to prepare (1) teachers of English, (2) scholars who can advance critical theory and the understanding of language and the writing process, and (3) the next generation of literary critics. In recent years, however, the supply of advanced degree graduates has exceeded demand, leading to the question of whether the number of institutions allowed to offer graduate study in English should be limited. Obviously, it is time to rethink what graduate education in English can and should be. For example, graduate programs could be designed to prepare students for careers such as creative writers, to give students general pleasure in gaining the knowledge, or to provide students who spent their undergraduate years in accounting, engineering, or other overspecialized fields with a less specialized graduate program. Graduate study in English must escape elitism and turn back toward the real world if it is to be of any value. (HOD)

ED 266 481 CS 209 581

Ede, Lisa
The Concept of Authorship: An Historical Perspective.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National

who trains, disciplines, and assumes a great deal of responsibility in assisting the protege. Considerable debate exists in organizational research as to the value and benefit of mentors, and only recently have some businesses recognized mentors as important to the shaping of new corporate leaders. Usually the mentor is male and 15 to 20 years older than the protege, who is also usually male. Much recent literature considers the female protege, but in a negative light. Sponsors and mentors seem to be important to women in business, but much harder to come by, and most must turn to men for role models. The debates continue on whether women need mentors and whether role modeling is successful if the model is male. The most encouraging indication that women are finally being considered serious candidates for mentor/protegee relationships is the implementation of programs that formalize the approaches to mentoring in organizations with specific orientation for women. The benefits for the mentor, protegee, and organization far outweigh the risks involved in mixed gender mentor relationships. The development of mentor relationships also makes accessible many different communication channels within the organization, but no comprehensive study of mentor and protege interactions--which could lend insights into the uses and effects of informal communication channels within the organization--has yet been developed in the speech communication field. (HTH)

ED 266 497 CS 505 118

Petelle, John L.; Garthright-Petelle, Kathleen

Task Characteristics, Structural Characteristics, Organizational Relationships, and Communication Processes: A Contingency Approach to Job Performance. Phase III.

PUB DATE- May 85

NOTE- 41p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985). For Phase II, see ED 249 554.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Research; Communication Skills; Group Structure; *Interpersonal Relationship; *Job Satisfaction; *Job Skills; Models; *Organizational Climate; *Organizational Communication; Performance Factors

IDENTIFIERS- *Task Characteristics

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Expository Writing; Higher Education; *Integrated Activities; Persuasive Discourse; *Rhetoric; Rhetorical Criticism; *Speech Communication; Verbal Communication; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Speaking Writing Relationship

The rhetoric program at the University of Iowa is an integrated skills program based on four assumptions: (1) writing and speaking are modes of communication, (2) writing and speaking are equally important, (3) writing and speaking can be taught together, and (4) the administration, relevant faculty, and teachers must believe that writing and speaking can best be taught in an integrated format. If a university decides to implement an integrated skills program, problems may arise in the areas of logistics, staffing, politics, and pedagogy. However, these problems can be solved. Although no research yet exists proving that students in integrated courses develop better skills than students in composition courses, studies have shown that teachers who have been involved with integrated courses prefer the integrated concept. Finally, learning speaking and writing skills together helps students overcome weaknesses inherent in single skill instruction. (DF)

ED 266 513 CS 505 207

Overview of Endowment Programs.
National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Endowment Funds; *Federal Programs; Fellowships; *Grants; Higher Education; *Humanities; *Humanities Instruction; Professional Development; State Programs
IDENTIFIERS- *National Endowment for the Humanities

Information about the National Endowment for the Humanities (NEH), an independent federal agency created in 1965 to support scholarship, research, education, and public programs in the humanities, is provided in this booklet. The first part of the booklet provides information on the history, purposes, policies, and organization of NEH, and serves to help individuals and more supportive of schools that they feel they understand, and the significant role parents play in their children's education can only be affected by the schools if effective communication exists. Four methods of communication are especially useful with groups of parents: newsletters, open houses, handbooks, and parent organizations. Communicating with parents individually may involve parent-teacher conferences, home visits, interviews, and phone calls or letters. Efforts to inform parents should be continued through their children's secondary school years because parental interest remains high even though their active participation is often reduced. Effective use of the kinds of communication covered here can serve as a starting point for broader school-community relations efforts. These efforts include soliciting citizen involvement as volunteers in the schools and developing partnerships with community businesses. Resource materials providing useful information on various aspects of school-community relations are cited throughout this publication. (PGD)

ED 266 529 EA 018 157

Watson, Pat; And Others
The School Makes a Difference: Analysis of Teacher Perceptions of Their Principal and School Climate.
PUB DATE- Mar 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Administrator Role; Educational Environment; Elementary Secondary Education; Factor Analysis; *Leadership; Organizational Climate; *Principals; *Teacher Attitudes
IDENTIFIERS- Administrator Effectiveness; Oklahoma City Public Schools

Survey responses from over half of Oklahoma City's 2,500 teachers indicated their views of the effectiveness and leadership of the city's 94 school principals. The survey's 82 items were selected from ideas suggested in the principal effectiveness literature and from the leadership component of Oklahoma City's prinipal funds of knowledge about teaching and studying processes and both emphasize the importance of making comparisons between entities within the larger field of education. Although the term "comparative educology" is redundant in that the educological process must involve comparison, it is a useful term since it reminds researchers that evidence for generalizations must be drawn from the total range of ethnic and national contexts that exist in the human community. A three-page bibliography is included. (PGD)

ED 266 543 EA 018 221

Christensen, James E.
Educology for Freedom and Teacher Education: An Emerging Curriculum Issue in the Preparation of Teachers.
PUB DATE- Jul 85
NOTE- 22p.; Paper presented at the Annual Meeting of the South Pacific Association for Teacher Education (Hobart, Tasmania, Australia, July 22-26, 1985). For related documents, see EA 018 219-220.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; Curriculum Development; *Educational Objectives; *Educational Philosophy; Futures (of Society); Teacher Education; Technological Advancement; Vocabulary
IDENTIFIERS- *Educology

Current curricula, focusing on education for employment, will not be appropriate for a future in which demands and needs for employment are drastically altered by technological developments. Prospective teachers should address this situation in the course of their educological studies and apply the three kinds of understanding gained through educological study (qualitative, quantitative, and procedural) to developing new, more appropriate curricula. This paper reviews the distinction between education (a field of phenomena) and educology (the fund of knowledge about education), describes the kinds of knowledge encompassed by educology, considers the personal attributes of teachers that can be furthered through educological study, and suggests possible educational objectives that can be sought as alternatives to objectives centering around employment. The paper concludes by recommending development of a curriculum based on the enhancement of self-determination, individuality, and intelligent action. (PGD)

deJung, John; Duckworth, Kenneth
High School Teachers and Their Students' Attendance. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 74p.; This report is part of a two-year study, "The Management of Student Absenteeism in the High Schools."
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($4.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; Attendance Records; *Classroom Environment; *Educational Environment; High Schools; *Secondary School Teachers; Student Characteristics; Tables (Data); Teacher Characteristics; *Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- Pacific Northwest

Student absenteeism was studied in six high schools: three schools in each of two large school districts in the Pacific Northwest. The data source was grade and absence reports collected over a period of nearly two years. Approximately 50 administrators, over 500 teachers, and 10,000 students contributed data to the project. The analysis goal was to examine differences in the teachers' overall class absence rates as they related to differences in the classes taught, the teaching practices used, and the teachers' personal characteristics. Other variables that might have contributed to the absence rating were also considered. Among these were student ability level, class size, total number of students taught, grades received by students, and time of day. Also the differences between the responses from the low-absence and high-absence groups were measured for the various items on a student attendance questionaire administered to all teachers in the study. Evidence derived from the data demonstrates that teachers are distinguishable with respect to their students' absences and that the subject and students taught are two factors that help determine the student absence rate. More study of classroom factors is needed to provide information for use in reducing absenteeism. (GJ)

*State Programs
IDENTIFIERS- *Handicapped Childrens Early Education Program

This report examines the relationship between outreach projects and the new State Grants Program involved in the Handicapped Children's Early Education Program (HCEEP). Following a brief review of HCEEP'S mission and history, the State Grants Program and its three types of grants are described: planning, development, and implementation grants. Distinctions between the State Grant Program and an earlier program, the State Implementation Grant, are offered. Noted is the emphasis on collaboration between outreach activities and state-level agencies and programs, and collaboration is seen to take three forms: activities that support outreach goals, activities that support state goals, and activities to support early intervention. Suggestions are made for planning future collaboration. (CL)

ED 266 573 EC 181 737

Woodruff, Geneva; And Others
Planning Programs for Infants: State Series Paper (Number 2).
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 85
NOTE- 24p.
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Eligibility; Financial Policy; Individualized Instruction; *Infants; Intervention; *Personnel; *Program Development; Program Evaluation

Planning for infant intervention programs is the focus of the booklet. The approach rests on key principles, including family support, interagency cooperation, and individualization of early intervention services. Questions are raised for consideration in six topic areas: (1) planning (structure of planning process); (2) funding (legislative authority, long range plans, types of competitive or entitlement approach); (3) programming (location of services, individualized programming options, specific policy guidelines regarding service delivery models); (4) personnel (staffing patterns, certification, licensing, preservice and art, language arts, mathematics, science, social studies, and health and physical education. Chapter 2 presents broader types of activities and parent-child interaction in reading, music, writing, science, and television viewing. Chapter 3 explores ways parents can deal with specific problems, including stress, imagination, perfectionism, and negativism. A five-page annotated bibliography is appended. (CL)

ED 266 589 EC 182 004

Baca, Leonard, Ed.; And Others
Exceptional Hispanic Children and Youth Annual Symposium (3rd, Denver, Colorado, June 20-21, 1985). Monograph Series, Volume 6, Number 1.
Colorado Univ., Boulder. BUENO Center for Multicultural Education.
PUB DATE- Nov 85
NOTE- 135p.
AVAILABLE FROM- Monograph Series, BUENO Center for Multicultural Education, Campus Box 249, Education Building, University of Colorado, Boulder, CO 80309 ($6.00 includes postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Administrator Education; Cultural Differences; Demonstration Programs; *Disabilities; Elementary Education; *Hispanic Americans; Language Handicaps; *Limited English Speaking; Psychological Testing; Referral; *Special Education

The monograph presents eight papers delivered at the 1985 symposium on exceptional Hispanic children and youth. R. Rueda and J. Mercer begin with "A Predictive Analysis of Decision-Making Practices with Limited English Proficient Handicapped Students" which examines the generalizability of a path model to the referral process in two urban districts. J. Cummins follows with a discussion of the importance of the societal context in "Psychological Assessment of Minority Students: Out of Context, Out of Focus, Out of Control?" Traditional assessment practices and attempts to alter them for minority and/or culturally different students are covered in "The Assessment of the Bilingual Exceptional Child: Trends and Models" by L. Maheady. E. Duran then describes "A Model Program Serving Severely Handicapped and Autistic Students of Limited and Non-English Competencies." Administrator education is the focus of a paper by E. Brizzi and A. Gromfin "The Bilingual Special

ED 266 606 EC 182 021

Gallagher, James J., Ed.; Weiner, Bluma B., Ed.
Alternative Futures in Special Education.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-160-9
PUB DATE- 86
NOTE- 214p.
CONTRACT- 400-84-0010
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($17.50, $14.90 members; Publication No. P306).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Child Advocacy; *Disabilities; *Early Childhood Education; Educational Technology; Educational Trends; Elementary Secondary Education; *Family Relationship; *Futures (of Society); Leadership Training; Legislation; Prevention; Public Policy; Research Needs; *Special Education

Twelve author-contributed papers from a 1984 conference examine the future of special education. The following titles and authors are represented: "The Institute for Research on Exceptional Children at the University of Illinois" (S. Kirk and W. Spalding); "The Family with a Child Who Is Handicapped: Research Focus for the 1980's" (J. Gallagher); "Families with Mentally Retarded Members: An Agenda for Research 1985-2000" (B. Farber); "Future Directions in Early Childhood Education for Exceptional Children" (M. Karnes); "The Future of Early Childhood Special Education: A Perspective on Prevention" (K. Scott and D. Carran); "Technology and Special Education Futures: Paradigm Shift" (S. Ashcroft); "Technology: A Look Into the Future for Special Education" (L. Stolurow); "The Center for Studies in Education and Human Development: A Programmatic Approach to Research in the Area of Deafness" (D. Moores); "Leadership Training Models for the Future" (C. Howe); "A Proposed American Academy of Scholars in Education of the Handicapped" (L. Dunn); "The Future of Legislative Advocacy for Exceptional Children" (E. Boggs); "Public Policy and Special Education: An Unfinished Agenda" (E. Martin). (CL) probability of the team's recommendations being implemented by school and family. The integration goal is furthered by clarifying the focus of assessment efforts, setting the agenda for assessment and staffing efforts, and modifying the questions during the agenda. To increase the probability of having recommendations implemented, four strategies are suggested, including presenting the information to all interested parties in a manner directly responsive to their expressed concerns and incorporating teacher and parent input into the assessment process as much as possible. (CL)

ED 266 622 EC 182 040

Day, Pat Spencer
Expression of Communicative Intentions by Young Hearing-Impaired Children.
PUB DATE- 23 Nov 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Deafness; *Language Acquisition; Preschool Education; Toddlers; *Total Communication

The study examined actual communicative expressions of five 3-year-old profoundly, prelingually deaf children and their mothers, along with nonverbal contextual information. Each subject was videotaped in the home while interacting with the mother in toy play and usual daily activity. Results identified more than 4,500 communicative expressions, generally limited to one or two formal signs plus elements typically considered to be pre- or para-linguistic. Three conclusions were drawn: (1) learning impaired children learning total communication, who are at the beginning levels of formal languge, produce frequent and effective expression of communicative intention; (2) they are in some instances able to override linguistic limitations and produce highly specific communicative intentions beyond those seen in younger hearing children at similar formal language levels; and (3) their language use is skewed heavily toward social contact in lieu of information exchange. (CL)

whether evidence can be found to support or refute the unitary factor hypothesis of language proficiency, which asserts that there is a single language dimension or factor underlying different language tests. The subjects were 50 advanced adult learners of English as a second language with a variety of native languages. Data were elicited with the Wepman Auditory Discrimination Test, the Seashore Measure of Musical Talents tests of pitch and loudness, and the Test of Spoken English (TSE) for oral proficiency. Statistical analysis of the results revealed that there are two distinct factors, auditory and articulatory, present in the data and suggested that more sophisticated analysis of additional data might reveal evidence of a method factor, disconfirming the unitary competence hypothesis and supporting multiple-factor models. Appended are the TSE rating schedules and tables of statistical data. (MSE)

ED 266 637 FL 015 451

Prucha, Jan

Foreign Language Needs: Theory and Empirical Evidence in Czechoslovakia.

PUB DATE- 85

NOTE- 18p.; In: Practice and Problems in Language Testing 8. Papers presented at the International Language Testing Symposium of the Interuniversitare Sprachtestgruppe (IUS) (8th, Tampere, Finland, November 17-18, 1984); see FL 015 442.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Applied Linguistics; *Communication Skills; Data Interpretation; Foreign Countries; Higher Education; *Interdisciplinary Approach; Language Research; Language Role; *Language Skills; *Modern Language Curriculum; *Needs Assessment; Secondary Education; *Second Language Instruction; Second Language Learning; Sociolinguistics; Testing

IDENTIFIERS- *Czechoslovakia

Foreign language (FL) needs is a new interdisciplinary area of research developing between applied linguistics, sociolinguistics, and educational planning and evaluation. FL needs consist of the demands, wishes, and expectations of the whole society, its groups and individuals, reflecting the relationship of their contemporary and future existence to communication in foreign languages. In

minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding by the end of grade 12; specific performance objectives and linguistic content for each of the three grades; specific minimum core content for all students and elective components for enrichment; and suggested teaching and learning strategies and evaluation procedures. In a final section, performance goals are cross-referenced by grade to the student texts used in the program. (MSE)

ED 266 652 FL 015 484

Six-Year French Program. Curriculum Guide, Grades 7-12. Revised.

Alberta Dept. of Education, Edmonton.

PUB DATE- 85
NOTE- 416p.; Supersedes ED 245 541 which did not include documentation for grades 10-12. For related documents, see FL 015 483-485.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Course Content; *Cultural Education; Curriculum Guides; *Educational Objectives; Foreign Countries; *French; Instructional Materials; *Language Skills; Learning Strategies; Resource Materials; Secondary Education; *Second Language Programs; *Student Evaluation
IDENTIFIERS- Alberta

The curriculum guide for Alberta's six-year French language program, which spans grades 7 through 12 and is designed to increase program effectiveness through greater specificity, improved articulation, and increased instructional time, includes the following components: a set of objectives reflecting the province's goals of basic education and a rationale to support the inclusion of French in a school program; specification of minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding by the end of grade 12; specific performance objectives and linguistic content for each grade; specific minimum core content for all students; and elective components for enrichment. Lists of resource materials (texts) grouped by grade level are also included. The guide is presented in two sections: grades 7-9 and grades 10-12; for each section a table is provided in which performance goals are cross-referenced by grade to the relevant student text. Appended to the section for grades 7-9 are three essays: "Teaching and Learning Strategies" (W. A. Lazaruk); "Learning Strategies" (Madeleine Monod); and "A Guide to Evaluation in the French Program" (Douglas Parker). (MSE) reducing student attrition. In the experiment, one person integrated the roles of different tutors in different subjects as well as the role of the student advisor in the ordinary distance education system. The main difference between the treatment of the experimental and control groups was that the experimental students communicated with one personal tutor who integrated administrative, teaching, and counseling functions, which are normally carried out by three separate individuals in Norway's distance education system. Students in the experimental group participated in 3 to 11 courses each. Eight months after enrollment, the experimental group had a higher completion rate than the control group. However, although the completion rate was higher in the experimental group, the proportion of active students was still comparable with that of the control group. The control group contained a larger percentage of inactive students. (Appendixes to this report include the study questionnaire and study-related correspondence in Norwegian. A bibliography is also included.) (MN) bibliography, 20 tables, the questionnaires used in each round of the survey, survey-related correspondence, and means and percentages for competencies and subcompetencies.) (MN) and preparation that must be done before students actually arrive to participate in the CBE program. The information and practice activities in this module will assist student teachers in providing two key pieces to the CBE puzzle: a learning environment designed to help individual students achieve competencies, and a realistic system for managing records, assigning grades, and taking in new students. The module consists of a terminal objective, enabling objectives, prerequisites, resources, and four learning experiences. The learning experiences, each based on an enabling objective, contain activities, information, case studies, examples, and feedback. The final learning experience is an actual teaching situation in which the prospective teacher is to organize his/her class and laboratory to install CBE and be assessed by a resource person. (KC) was found for students writing on the description and persuasion topics. (Author/KC)

PUB DATE- Jan 86
NOTE- 298p.
CONTRACT- 300-83-0016
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Basic Skills; Classroom Environment; *College Preparation; Comparative Analysis; Cooperative Education; *Delivery Systems; Demography; *Educational Environment; *General Education; Interviews; Outcomes of Education; Personality Traits; Questionnaires; Secondary Education; Skill Development; Study Habits; Teaching Methods; *Vocational Education

A study examined various characteristics of learning environments that promote or retard the development of basic skills proficiency. Data on four school programs--vocational noncooperative, vocational cooperative, general education, and college preparatory--were collected in a repeated measure design via observations, testing, and interviews. A total of 360 observations of each of the four programs at six different schools were conducted. The data collected indicated that all four educational programs examined have something to learn from the others. It was recommended that vocational programs increase (1) both the exposure to and the level of reading skills required for vocational students; (2) the demand for the level of mathematics skills that students use in completing tasks; (3) students' involvement and intensity with activities requiring the use of data; and (4) students' opportunities for autonomy, self-direction, and feedback. Vocational educators were also urged to create a more caring and supportive learning environment to help students perceive vocational education classes more positively. (Appendixes to this report include a detailed report of the student data collected, the student interview form, results from the classroom and work environment scales, a summary of the observational methodology, and an in-depth discussion of the students' basic skills achievement.) (MN)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Industrial Arts; *Program Descriptions; Program Development; Program Guides; *Statewide Planning
IDENTIFIERS- *Pennsylvania

This program guide is designed to provide the educational community with the recommended plan for industrial arts (IA) in Pennsylvania. It outlines the program that is consistent with the mandates and recommendations of the 1984 Chapter 5-Curriculum Regulations of the State Board of Education and has been developed using current national IA curriculum theories, the regulations of the State Board of Education, and the 12 Goals of Quality Education. Contents include the philosophy of IA education, definition of IA, relationship of IA and technology, and an overview of an IA program of study (level, goals, and scope). Detailed programs of study follow for elementary school (grades K-6), middle or junior high school (grades 7-9), and senior high school (grades 10-12). Each provides a description, regulation, scope, planned courses and sequences, and instructional characteristics, such as time, population, staffing, facilities, clustering, and safety. The guide also contains a diagram of the 12 goals of quality education, a summary of curriculum recommendations for IA under Chapter 5--secondary grades, a chart showing IA articulation with vocational education and postsecondary education, information on the American IA Student Association and on safety, and a listing of available resources. (YLB) bring about desired change. Properties of make-believe play are: (1) emotionally regulated choice of themes; (2) associative fields and symbolization; (3) differentiation of thematic content from communicative functions; and (4) realification, identification, and playfulness. Principles of realification, identification, and playfulness can have manifold uses in family play therapy in the areas of materialization, owning and alienation, separation of levels, and arbitrariness of signifier. The paper also raises the question of how a therapist can influence the participants in family play therapy to act in ways that let the above-mentioned properties be activated without making participants feel constrained, unnatural or ridiculous. (ABB)

Research on hypnosis training appears to show that limited exposure to training, as is typical in the common 3 to 5 day format of mass training, produces limited results. Only when training is extended over time do the results alter. Limited training is in part the artifact of the availability of continuing education and its costs. However, it is also the result of a conceptual muddle about the purpose of clinical training in hypnosis and the very nature of hypnosis in treatment. Hypnosis is sometimes viewed as a technique, sometimes as a strategy, and sometimes as a treatment. Clinical hypnosis and hypnotherapy are best thought of as akin to family therapy. Clinical hypnosis is more of a professional culture and epistemological point of view than a technique, strategy or a treatment. Clinical hypnosis should be taught at a level that will provide the possibility of beginning clinical mastery. This requires on-going training beyond the workshop experience. Adequate training in the systematic application of hypnotherapy as a treatment approach is mandatory if psychologists are ever to be able to assess the clinical efficacy of hypnotically-framed therapeutic interventions. Systematic application of an approach can only develop from the basic mastery of a clinical skill. (Author/NRB)

Effectiveness; *Rehabilitation; Rehabilitation Programs
IDENTIFIERS- *Long Term Care; *Mortality Rates

The success of rehabilitative nursing homes has been measured by their ability to return patients to their homes. The rates of reinstitutionalization after discharge are less studied but are basic to the role of alternative levels of care. This research examines the relationship of predischarge factors with long term outcomes of patients discharged from a rehabilitative nursing home. Participants were non-cancer patients in a Veteran's Administration specialized nursing facility designed to care for patients who require skilled nursing care as opposed to acute hospital care or simply custodial care. Phase I of the study examined demographics, functional status, medical history, and disposition of 452 patients. In Phase II, 316 patients who had been discharged to their homes were administered questionnaires on living arrangements, functional abilities, and health services use. Excluding in-unit mortality, 71 percent of non-cancer patients over age 55 were returned to their homes and 82 percent of those patients remained there with a mortality rate not significantly higher than normal. Length of unit stay, age at admission, and discharge activities of daily living were related to discharge outcome but only current age was significantly related to placement stability. No factor influencing discharge placement was significantly related to mortality. Rates of reinstitutionalization for those at home were low; functional decline after discharge was not significant. (ABL)

the American Association for Counseling and Development (New York, NY, April 2-5, 1985). For related documents, see CG 018 869-870 and CG 018 872.
AVAILABLE FROM- Association of Computer-Based Systems for Career Information (ACSCI) Clearinghouse, 1787 Agate Street, Eugene, OR 97403 ($3.00/copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Computer Oriented Programs; Evaluation; Guidelines; *Information Systems; Program Implementation
IDENTIFIERS- *Computer Assisted Counseling

This document presents guidelines developed by the Association of Computer-Based Systems for Career Information (ACSCI) for integrating computer-based career information systems into the larger guidance or career development program. This guide is intended for counselors and others who assist students and clients at a user site. For purposes of the guidelines, user site personnel are grouped into three categories by their required level of knowledge about the system: the counseling and information staff need the most knowledge; followed by incidental staff users; and finally by administrators, students, and clients. It is recommended that these guidelines be used to: (1) facilitate a computer-based system's implementation and use; (2) aid in assessing system effectiveness; and (3) assure that resources devoted to the system are invested under guidelines that insure their most efficient and effective use. The guidelines are organized into seven main headings with three to six guidelines under each heading. The categories include theory and practice, process, user needs, system site management, physical environment, personnel, and evaluation. Most guidelines are followed by questions designed to test the extent to which those guidelines are being observed. (NRB) word learners. A four-page list of references is included. (HTH)

Computer Science; Definitions; Employment Opportunities; *Functional Literacy; *Illiteracy; *Literacy Education; Self Actualization; Social Problems; Statistics; *Technological Advancement; Technology; Word Processing

The problems and extent of adult illiteracy are presented in this workshop report, which explores how computer and communication technology might be applied in adult literacy education. The introduction provides statistics and a discussion of past and current attempts to teach illiterate adults. The major portion of the report focuses on what literacy is and how technology might be used to facilitate the teaching of reading, writing, and related skills. The report concludes by offering recommendations pertaining to five topics: principles and perspective, research, development, service delivery, and evaluation. (HOD)

Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Authors; *Concept Formation; Elementary Secondary Education; English Instruction; Higher Education; *Literary History; Social Influences; Western Civilization; Writing (Composition); Writing Exercises

IDENTIFIERS- *Authorship

The word "authorship," like "ownership" or "professorship," reflects an appropriate and necessary connection between authors and their texts. First used in 1710, the concept of authorship is a relatively recent invention. To understand how constructed the concept is--not commonsensical or inevitable but a complex reflection of contemporary culture--requires a look at the Middle Ages, its reverance for authority, reliance on scriptoria for copies of manuscripts, and the development of such rhetorical arts as manuals for letter writing. There is, however, no full history in English that focuses explicitly on the development of the concept of authorship. The concept emerged as the result of a number of related influences--technical, philosophical, political, sociocultural, legal, economic, and literary. Most important to understanding the concept is recognition that authorship, especially humanistic or literary, has been almost exclusively limited to individuals writing alone. Also, the concept does not apply equally to different kinds of discourse. Tacit acceptance of this concept is reflected not only in the assignments given by composition teachers--with emphasis on individual rather than group invention and concern with plagiarism--but also in methods used for testing and in research. Composition teachers and researchers need to be more aware of the complexity and power of the concept of authorship. (HTH)

A study examined the relationships between (1) employee job performance and organizational relationships, (2) employee job performance and communication processes, (3) organizational relationships and communication processes, and (4) task characteristics and structural characteristics. Data were gathered from approximately 200 employees of a state service regulatory agency who worked in 28 different task units--groups working interdependently to accomplish a major task or produce a product. Survey instruments included measures of task uncertainty and interdependence; structural standardization, formalization, autonomy, and centralization; communication processes; and organizational relationships. Results showed that organizational relationships were positively correlated with performance, that there was no significant correlation between communication processes and job performance, that organizational relationships and communication processes were significantly correlated with each other, and that there was a significant negative correlation between task characteristics and structural characteristics. In addition, regression analysis revealed that organizational relationships and the structural variable of autonomy were significant predictors of performance. (FL)

organizations determine whether their projects and activities in the humanities may be eligible for support. The second part of the booklet contains information on the activities supported by the grant-making programs of NEH, as well as a current schedule of application deadlines for these programs. The final part of the booklet lists the members of the National Council on the Humanities, the addresses and phone numbers of state humanities councils, and sources for further inquiry. (HOD) evaluation forms. The 82-item questionnaire was divided into eight categories focusing on the principals' high expectations, instructional leadership, dynamism, effective use of consultation, ability to create order, use of resources, use of time, and ability to evaluate effectively. The responses were aggregated to provide principals with feedback concerning their own faculties' attitudes as compared with the attitudes expressed toward the city's principals as a group. The reliability of the survey was indicated by the high degree of internal consistency shown among the responses by individual teachers and among the teachers in individual buildings. Factor analysis of the 78 survey items not tied to grade levels yielded eight factors accounting for over 99 percent of the variance in the item intercorrelation matrix. The first of these factors, accounting for 85 percent of the variance, had a major component related to the principal's affective skills and interpersonal relations with the staff. The survey form and the method of internal consistency assessment are appended. (PGD) inservice training); (5) eligibility (use of noncategorical or categorical guidelines, responsibility for locating and identifying eligible children and families); and monitoring and evaluation (responsibility for planning and implementing the monitoring system, quality issues of service delivery as well as compliance with regulations). (CL)

Education Administration Intern Project: New Partnerships in Training." J. Rodriguez reviews another such program, at Bridgewater State College (Massachusetts), in "The College Response to Bilingual Special Education: Training Program for Faculty and Administrators." In two concluding papers, A. Barona analyzes "The Role of a National Task Force on Bilingual Special Education," and J. Yates presents "An Overview of Research in Bilingual Special Education." An Inventory of Materials Displayed at the NCBE/BUENO Materials Exchange, the symposium's agenda, and a list of symposium participants concludes the document. (CL)

Czechoslovakia, FL needs are realized through foreign language teaching, offering obligatory instruction in Russian from grade 5 and a second foreign language from grade 7. Public schools of foreign language and private lessons are also available. At the university level, Russian remains obligatory and second foreign language instruction is compulsory. Studies have found that the foreign languages used for various communicative purposes are German (43.6 percent), Russian (29.1 percent), English (14.5 percent), French (10.9 percent), and Spanish (1.9 percent). Although the choice of language is consistent across geographic areas, the communicative purposes for which they are used differ according to language. Research has found conflicting evidence on motivation for learning foreign languages; further study is recommended on issues such as distinguishing individual and societal FL needs, the relative importance of different languages and their usefulness in international communication, and the difficulty of a given foreign language for Czechoslovakians. A number of statistical tables are appended. (MSE)

DOCUMENT RESUME

ED 266 653 FL 015 485

Nine-year French Program. Curriculum Guide, Grades 4-12. Revised.

Alberta Dept. of Education, Edmonton.

PUB DATE- 85

NOTE- 406p.; Supersedes ED 245 540 (approximately 90 pages revised). For related documents, see FL 015 483-484.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; Course Content; *Cultural Education; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *French; Instructional Materials; *Language Skills; Learning Strategies; Resource Materials; *Second Language Programs; *Student Evaluation

The curriculum guide for Alberta's nine-year French language program, which spans grades 4 through 12, includes the following components: a set of objectives reflecting the province's goals of basic education and a rationale to support the inclusion of French in a school program; specification of minimum expectations for each language skill (listening, speaking, reading, and writing) and for cultural understanding for each of the three program segments (elementary, junior high, and senior high); specific performance objectives and linguistic content for each grade; specific minimum core content for all students and elective components for enrichment; and suggested teaching and learning strategies, time allotments, and evaluation procedures. Lists of learning resources (student texts) are provided for each of the three program segments and for each segment performance goals are cross-referenced by grade to the appropriate text. (MSE)

ED 266 654 FL 015 497

DOCUMENT RESUME

ED 266 668 FL 015 514

Gonzalez, Andrew
Communicative Language Teaching in the Rural Areas: How Does One Make the Irrelevant Relevant?
PUB DATE- 85
NOTE- 23p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); *Developing Nations; Educational Strategies; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Relevance (Education); *Rural Areas; Second Language Instruction
IDENTIFIERS- Philippines

Although Filipinos learned English rapidly when it was first introduced widely in the early twentieth century, English as a second language instruction in rural areas today is irrelevant to the population's needs, and it is learned slowly. Both teachers and pupils have a restricted code of language usage. An inquiry is needed into the characterization of the intermediate level of English competence, as well as of the advanced level. These levels are characterized by the ability to use English for conceptual enrichment and further learning in addition to basic communication. Three possible classroom approaches offer the means to make English relevant to rural pupils by creating a milieu where the use of English becomes spontaneous and natural rather than labored and studied. Some suggestions are the following: creating a subculture of English in a rural setting; creating a make-believe world in the classroom, much like that which occurred naturally in the early years of English- speaking presence; and creating a content-challenging milieu in the English-language classroom, a milieu that is currently confined to science, mathematics, and technology. However, broader social and political factors must be considered in order to make programming and methodology viable. (MSE)

DOCUMENT RESUME

ED 266 683 FL 015 539

Klein-Braley, Christine
Tests of Reduced Redundancy--Theory.
PUB DATE- 85
NOTE- 17p.; In; Language Testing in School. AFinLA Yearbook 1985 (see FL 015 537). See also FL 015 540.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cloze Procedure; *Communicative Competence (Languages); *Dictation; Elementary Secondary Education; Foreign Countries; Information Theory; Language Proficiency; *Language Tests; Linguistic Theory; *Noise (Sound); *Redundancy; Second Language Learning; *Test Construction; Test Validity

One solution to the problems of discrete-point testing are tests of reduced redundancy, that is, tests that introduce interference into the communication through actual introduction of noise or through deletion of text and that ask the learner to perform in spite of the noise. Three test types were originally developed to operationalize the technique of reduced redundancy: the noise test, in which varying levels of acoustic noise were introduced during dictation of short sentences; partial dictation based on extremely difficult tests, omitting segments of two to ten words; and cloze tests, with systematic deletions of every fifth to tenth word. While each test type is found to have problems of validity or viability, the original theory remains convincing. A fourth test type, called the C-Test, has been developed as a better operationalization of the theory. (MSE)

ED 266 684 FL 015 540

Raatz, Ulrich

DOCUMENT RESUME

ED 266 698 HE 018 839

Fenwick, J. E.
Individualized Learning.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the ICDE Conference (13th, Melbourne, Australia, August 1985).
AVAILABLE FROM- Distance Education Service, Lincoln College, Canterbury, New Zealand ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Course Content; *Distance Education; Foreign Countries; Higher Education; *Independent Study; *Individualized Instruction; Learning Modules; Pacing; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Lincoln College (New Zealand)

Individualized learning by distance education is discussed, with examples from Lincoln College, New Zealand. After identifying advantages and disadvantages of this approach for students, five degrees of freedom in learning encompassed by this mode are covered that involve content, method, pace, assessment, and sequence. Freedom of content allows students to choose what they learn within a particular part of the course. Students can also choose the learning methods that they find most suitable, work at their own pace, and learn at times and places that they choose. Students can choose whether or not they are to be assessed, and if so, what form assessment takes. In addition, students can choose in what order they wish to study the material. Individualization requires that the content and the objectives relating to the content be adopted to meet the learner's needs and abilities. A task-based distance education course (Diploma in Agriculture) at Lincoln College uses a learning package. Based on a task-analysis of framing systems, standardized skills specific to each task have been identified. In addition to task-related assessment sheets in the learning packages, students write two farm reports. (SW)

DOCUMENT RESUME

ED 266 711 HE 019 079

Goertz, Margaret E.; Johnson, Linda M.

State Policies for Admission to Higher Education.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

REPORT NO.- CBR-85-1; ETS-RR-85-26
PUB DATE- 85
NOTE- 36p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *College Admission; *Community Colleges; Comparative Analysis; Higher Education; In State Students; *Public Policy; State Colleges; *State Standards
IDENTIFIERS- *Public Colleges

Results of a 1984 survey of statewide college admission standards are presented, based on responses from state higher education executive officers and college officials. Profiles for each state cover: the number and types of public institutions, who sets admission standards, current admission standards for in-state students, special admission policies, anticipated changes, and published information. Nearly one-half of the states have minimum admission requirements for public institutions. Nine states have an open admission policy, while 13 states require entering freshmen to meet a test score, minimum grade point average (GPA), class rank, and/or other performance standard. Nine states require or recommend a prescribed pattern of high school course work. Eleven states allow their colleges to impose additional admission requirements. A majority of the colleges in only one-half of these states, however, chose to raise performance standards. Sixteen states have recently enacted, or are proposing, more stringent admission policies. In every case, these changes include high school course-work requirements. Over half of the states do not have statewide admission policies. In most cases, a combination of class rank or minimum GPA and college entrance test scores was used to screen applicants. (SW)

DOCUMENT RESUME

ED 266 724 HE 019 094

Review of Two Studies on College Athlete Graduation Rates (GAO/PEMD-85-9).

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO-B-220175

PUB DATE- 10 Sep 85

NOTE- 11p.

AVAILABLE FROM- General Accounting Office, Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Persistence; *Athletes; College Freshmen; *College Graduates; *College Students; Data Analysis; Eligibility; Federal Legislation; Graduation; Higher Education; Males; Research Methodology; *Research Problems; Research Reports; Sampling; *Scholarships; Statistical Analysis

IDENTIFIERS- *College Athletics; Proposed Legislation

Two studies are reviewed to determine their relevance to proposed legislation (H.R. 2620) concerning athletic scholarships. The review was conducted at the request of U.S. Representative James J. Howard who proposed the bill. H.R. 2620 would require colleges to graduate at least 75% of their scholarship athletes within 5 years in order for contributions to their athletic departments to qualify as tax deductible. The two studies are: (1) "National Collegiate Athletic Association Survey of Graduation Rates After Five Years for Males First Entering College in Fall 1975," prepared by the American College Testing Program; and (2) "Study of Freshman Eligibility Standards Technical Report," prepared by Advanced Technology, Inc. For each study, attention is directed to the characteristics of the sample, the quality of the data, and data analysis. It is concluded that both studies have limited relevance for the legislation. The bill is directed at athletes who remain at the same college and receive athletic scholarships for 3 years. Both studies reported graduation rates for athletes and nonathletes only for freshman college entrants rather than for those who had been enrolled for 3 years. Serious methodological problems were also found in each study. (SW)

DOCUMENT RESUME

ED 266 738 HE 019 108

Sable, Paul F.
Marketing Strategies Used to Promote Master of Business Administration Programs in Colleges and Universities in the Middle Atlantic Region.
PUB DATE- Jul 85
NOTE- 294p.; Applied Research Project for partial fulfillment of requirements for the Doctor of Education Degree, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advertising; *Business Administration Education; Educational Demand; Enrollment Projections; *Enrollment Trends; Geographic Regions; Higher Education; *Marketing; Mass Media; *Masters Degrees; Program Administration; Public Relations; Questionnaires; School Surveys; Student College Relationship; Student Needs; *Student Recruitment; Technical Assistance
IDENTIFIERS- *United States (Mid Atlantic States)

Enrollments in Masters of Business Administration (MBA) programs and the use and effectiveness of marketing techniques for managing MBA enrollments were investigated in 1984. A 94-item questionnaire completed by 56 MBA programs offered at colleges and universities in the Middle Atlantic States addressed administration, awareness of marketing and strategies, student services, and enrollment trends. Newspaper advertising and direct mail were used by more than one-half of the programs. Less than one-half of the administrators had any qualifications for marketing. Additional findings include: 49% of the MBA programs in the region had enrollment decreases, and 51% had enrollment increases in the past 3 years; 51% of the respondents predicted that their own enrollment would remain stable, 25% that it would decrease, and 24% that it would increase; 51% predicted that overall demand for the MBA degree would decrease; 67% predicted that the competition for students would increase. It was concluded that: (1) there was little use of marketing to manage enrollment; (2) the marketing concept was not in use in program design and management; (3) student needs and wants were not the focal point of programs and

DOCUMENT RESUME

ED 266 752 HE 019 136

Smith, Virginia Carter, Ed.; Hunt, Susan, Ed.
The New Guide to Student Recruitment Marketing. The Best of "Case Currents."
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-245-4
PUB DATE- 86
NOTE- 107p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($20.50 prepaid, includes shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advertising; Alumni; *Audiovisual Aids; College Bound Students; College Choice; College Students; College Transfer Students; Higher Education; *Institutional Research; Interpersonal Communication; *Marketing; Public Opinion; Public Relations; Research Utilization; *School Catalogs; *Student Recruitment; Surveys; Writing Improvement

The 53 best articles from "Case Currents" on student recruitment marketing are presented. The importance of a marketing plan and ways to apply basic marketing principles to recruitment programs are explained. Eight sections cover: exploring the marketing concept; conducting market research and putting the data to work; reaching out to recruit adults and others; using personal approaches in recruitment programs; involving students and alumni to recruit students; communicating effectively through publications; creating memorable film and slide shows; and building audience awareness through advertising. Specific topics include: reaching unenrolled applicants and students who have never graduated; a management vs. sales model; using research to help the marketing program succeed; research that helps students choose the right college; comparing face-to-face, mail, and telephone surveys; taking classes to shopping centers; recruiting two-year college graduates; increasing the school's applicant pool; a campus visit for students; communicating through catalogs; test for clear writing; a college audiovisual show; the importance of the soundtrack to a college slide show; and knowing the institution and

DOCUMENT RESUME

ED 266 765 IR 011 981

A Guide to Computers in Education: Instruction.
Connecticut State Board of Education, Hartford.
PUB DATE- 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Course Content; Curriculum Development; Elementary Secondary Education; Futures (of Society); Guidelines; *Microcomputers; Needs Assessment; Program Implementation; Programing; Programing Languages; Public Schools; Resource Materials; *State Curriculum Guides
IDENTIFIERS- *Connecticut

This manual is designed to provide guidance for local school districts in planning for the use of computers in the classroom, both as a subject for study and as a tool for teaching and learning in other subjects. Topics covered include goals and objectives, defining strategies for implementation, evaluating equipment and programs, training staff, and establishing fiscal support. The first of nine chapters discusses the educational application of computers and provides information on computer use in Connecticut public schools including the number of computers available for instruction and the brand of computers used. Chapters 2 and 3 cover planning committees, needs assessment, and developing a philosophy, goals, and objectives. Some considerations that are unique to planning for computers are noted, and examples are provided. Issues involved in the development of a computer literacy curriculum are discussed in chapter 4, and several examples of curriculum scope and sequence are provided. Chapter 5 outlines the different ways in which computers can be employed to strengthen instruction in subject areas and reviews examples of such use. Chapter 6 considers how to implement both a computer literacy program and computer use in subject areas, and chapter 7 focuses on the resources needed. Chapter 8 outlines evaluation considerations, and chapter 9 examines the future of educational computing. Appendices provide sources for documents used in production of the manual, a sample

DOCUMENT RESUME

ED 266 779 IR 051 432

Meredith, Barbara J.
The International Flow of Scientific and Technical Information. A Summary of the Proceedings of the Annual Federal Library and Information Center Committee Forum on Federal Information Policies. (2nd, Washington, DC, February 27, 1985).
Library of Congress, Washington, D.C.
PUB DATE- 85
NOTE- 29p.; Tapes of the entire conference have been added to the Library of Congress collections of recorded sound.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; Foreign Policy; *Government (Administrative Body); *International Cooperation; International Programs; National Libraries; National Programs; *National Security; Policy Formation; Position Papers; *Scientific and Technical Information; *Technology Transfer; Telecommunications
IDENTIFIERS- Transborder Information Flow

This summary pamphlet was prepared from tape recordings of sessions at the second Forum on Federal Information Policies, which opened with an introduction and program overview by Carol A. Nemeyer, and a keynote address by Congressman Mervyn M. Dymally. The first panel session, International Influences on Federal Information Policies, with Jane Bornick presiding, included: "Department of Defense (DOD) Publication Policy" (Leo Young); "National Security Controls on Scientific Communication" (Richard A. Meserve); "Government Controls and Their Effects on Scientific Society Meetings and Publications" (Rosemary Chalk); "The Legal Aspects of Information as an International Commodity" (John Farmakides); and "The Ferment in International Telecommunications" (Henry Geller). The pamphlet provides brief summaries for each paper. The second panel session, International Influences on Flow of Scientific and Technical Information (STI), with Joseph G. Coyne presiding included: "Difficulties in International Cooperation on STI with Government Related Organizations" (James V. Seals); "Acquisition and Use of Foreign Technical Information" (Joseph E. Clark); "International Scientific and Technical Publishing: A Private Sector Perspective"

DOCUMENT RESUME

ED 266 793 IR 051 448

Young Adult Library Services.
New York State Library, Albany.
PUB DATE- 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Library Services; Microcomputers; Position Papers; Rural Youth; State Departments of Education; State Legislation; *State Programs; Statewide Planning; Trustees
IDENTIFIERS- Library Services and Construction Act; *New York; New York State Regents

Eight articles in this Spring 1985 issue of The Bookmark focus on young adult library services. In addition to these thematic articles, an introduction and three reports are presented. The issue contains: (1) "In Perspective" (E. J. Josey); (2) "Young Adult Literature in the 1980's--Awesome!" (Ellin Chu); (3) "Young Adult Services' Public Relations and Promotion" (Carol Dratch-Kovler); (4) "Microcomputers and Young Adults" (Barbara Newmark-Kruger); (5) "Library Service to Rural Youth" (Joanne Burr); (6) "Books on Personal Development for Teenagers" (Lydia LaFleur); (7) "Strengthening Young Adult Work with the New Young Adult Standards" (Rhonna A. Goodman); (8) "Would Teens Run Riot in the Library? Youth Participation in Public Libraries" (Ristiina Wigg); (9) "Input and Output: The Functioning of a Youth Advisory Council" (Suzanne M. Ponzini and Sheldon L. Tarakan); (10) "Report to the Board of Regents Cultural Education Committee by the Regents Advisory Council on Libraries, May 23, 1985" (Carol Kearney); (11) "Survey of Public Library Services for Deaf People" (Karen Matthews); and (12) "Summary and Evaluation of New York State LSCA (Library Services and Construction Act) Program, FY 1983." (THC)

DOCUMENT RESUME

ED 266 807 IR 051 463

Toward the 1989 White House Conference on Library and Information Services. Report to the National Commission on Libraries and Information Science from the White House Conference Preliminary Design Group.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- 3 Dec 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conferences; Federal Programs; *Information Science; *Information Services; *Library Role; Planning; Position Papers; Program Development
IDENTIFIERS- *White House Conference Library Info Services

Prepared for the members and staff of the National Commission on Libraries and Information Science (NCLIS), this report responds to the April 1985 charge to the White House Conference on Library and Information Services Preliminary Design Group to: (1) make recommendations on the kinds of appointments which should be made by the President, Senate, House, and NCLIS to the 30-member National Advisory Committee, taking into consideration minority representation and geographic distribution; (2) prepare a preliminary design which will recommend the scope and focus of the conference; (3) frame the different alternatives for financing the conference; and (4) initiate planning for the schedule of events leading to the conference. Library and information services for productivity, library and information services for literacy, and library and information services for democracy are proposed as the three overarching themes of the 1989 White House Conference. Following an introduction and executive summary, this document includes the following sections: The Context for Planning the 1989 White House Conference on Library and Information Services; The Scope and Focus of the 1989 White House Conference; Administration of the White House Conference; White House Conference Planning Timeline; and Building Support for the White House Conference. Appendices include position descriptions of the advisory committee members; the advisory committee composition chart; potential

DOCUMENT RESUME

ED 266 820 JC 860 107

Polk, Barbara B.
Hawaii's Community Colleges: New Directions for the 80s.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
PUB DATE- May 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Administration; College Curriculum; College Faculty; *Community Colleges; Educational Development; Educational Objectives; *Educational Planning; Educational Quality; Enrollment; Long Range Planning; State Surveys; *Statewide Planning; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Hawaii

Designed as a guide for development of Hawaii's community colleges, this report identifies 11 directions for the 1980's in the areas of educational quality, opportunities for education, and administrative leadership. Introductory material provides background on the planning document and an overview of the place of community colleges and the Employment Training Office (ETO) in the University of Hawaii system. Following a statement of community college mission, the context for planning is described and the assumptions underpinning the planning document are presented. Next, the 11 directions are presented and discussed, along with activities to contribute to the implementation of each. The directions are: (1) improving the quality of instruction and programs; (2) increasing faculty and staff development opportunities; (3) emphasizing education for personal development and social responsibility; (4) emphasizing basic academic skills as a foundation for student success; (5) helping students make maximal use of community college opportunities; (6) expanding programs and services for adults and students with special needs; (7) providing programs to support economic development in Hawaii; (8) strengthening ties between colleges and their communities; (9) strengthening educational leadership; (10) improving cooperation

DOCUMENT RESUME

ED 266 833 JC 860 125

Associate of Applied Science Degree in Office Systems. Proposal.
Gallaudet Coll., Washington, DC. School of Preparatory Studies.
PUB DATE- 21 Feb 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Students; *Associate Degrees; Business Education; *Business Skills; *Competency Based Education; Course Descriptions; Course Objectives; *Curriculum Development; Hearing Impairments; Higher Education; *Office Occupations Education; Private Colleges; *Technology; Word Processing

This proposal culminates a 5-year study of the possibility of awarding associate degrees at Gallaudet College, a private, liberal arts college for hearing impaired adults. The proposal outlines an Associate of Applied Science degree (AAS) in Office Systems at the School of Preparatory Studies. First, introductory material provides a brief history of associate degree development at Gallaudet, a rationale for the associate degree program, and a rationale for the AAS in Office Systems, which stresses the fast growth of the field and the fact that deaf students can successfully compete with hearing students for jobs. The next sections consider the curriculum development process, credits, admission and graduation requirements, target population, and program staffing. The section following describes the AAS competency-based curriculum in detail, presenting program competencies, a chart showing the suggested sequence of courses, and information on proposals for new courses. Next, course descriptions are provided for: (1) "Introduction to Computers and Office Systems"; (2) "Business Math I"; (3) "Career Orientation"; (4) "Word Processing I"; (5) "Records Management and Office Machines"; (5) "Environmental Science"; (6) "Bookkeeping"; (7) "Word Processing II"; (8) "Database Management Systems"; (9) "Spreadsheets and Graphics"; (10) "Introduction to the Modern World"; (11) "Introduction to the Humanities"; (12) "Business Math

DOCUMENT RESUME

ED 266 847 PS 015 622

Peterson, Paula J.
Ready, Set, Grow! Health Education for 3-5 Year Olds.
Saint Paul Div. of Health, MN.
REPORT NO.- ISBN-0-9613986-0-4
PUB DATE- 84
NOTE- 266p.
AVAILABLE FROM- Peterson Publishing, P.O. Box 75991, St. Paul, MN 55175 ($25.00, plus $3.00 shipping. Minnesota residents add 6% sales tax.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Day Care; *Family Life; Health Education; Instructional Materials; Lesson Plans; *Mental Health; *Physical Health; *Preschool Children; *Preschool Curriculum; Preschool Education; *Safety; Safety Education

Intended for use in family day care, preschool centers, professional preparation institutions, and in homes, this comprehensive health education curriculum for 3- through 5-year-old children contains units designed to sequentially teach concepts about physical health, mental health, family living, and safety. Contents include the following subjects: (1) physical health (the five senses, hygiene, dental health, nutrition, exercise, relaxation, sleep, and smoking), (2) mental health (self esteem, identifying and expressing feelings, the feelings of others, and emotional neglect), (3) family living (family members, how families begin, life before birth, growing in families, sexual abuse and family changes involving death, divorce, new babies, and moving), and (4) safety (danger warnings, getting help, pedestrian safety, auto seat restraints, preventing poisoning, weather safety, fire safety, and physical abuse). Each lesson plan includes behavioral objectives; background information on each topic; a list of necessary materials and resources; songs, poems, rhythmic activities; detailed instructions for child activities; a special component suggesting activities for enhancing children's self esteem; an activity for parent and child; and, for duplication, patterns, worksheets, and letters to parents. (RH)

DOCUMENT RESUME

ED 266 862 PS 015 658

Meeting the National Mandate: Chicago's Government Funded Kindergarten Programs. Evaluation Report--Fiscal 1984.

Chicago Public Schools, Ill.

PUB DATE- Aug 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Environment; *Federal Programs; Grade 1; Inservice Teacher Education; *Kindergarten; Local Issues; Parent Participation; *Primary Education; *Program Evaluation; School Districts; Teacher Attitudes; Time Management; *Young Children
IDENTIFIERS- *Chicago Public Schools IL; Full Day Programs; Half Day Programs

This is a report on government-funded kindergarten programs that were conducted in 1983-84 in more than 110 Chicago schools, most of them in poverty areas. Three funding sources and various instructional models are included in this assessment. The programs differed in format, including half day and all day programs, and in class size. Funds came from the Education Consolidation and Improvement Act (ECIA) Chapters 1 and 2 and from the Office of Equal Educational Opportunity (OEEO). A comparison group of similar schools with no additional funds for kindergarten also was included in this study. This evaluation discusses the effect of class size, compares half day and all day programs, and addresses the issues of inservice training, the learning environment, parent involvement, time use, teacher perceptions, student achievement, and first grade progress. Analysis of the data for this study has led to an intense look across programs at two specific variables: length of school day and pupil/teacher ratio. The final conclusions emphasize the quality and quantity of teacher time spent with children, the length and use of instructional time as critical in successful kindergarten performance, and preferred pupil/teacher ratios. The report also recommends that because the concept of all day kindergarten is still in the developmental stage, care must be taken to create guidelines for its implementation. Tables summarizing data obtained are included throughout the report. (DST)

DOCUMENT RESUME

ED 266 876 PS 015 688

Fontana, Vincent J.
A Troubled Society: Children in Crisis.
PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the New York Public Library's "Stoller Month: Distinguished Speakers Series" (New York, NY, March 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Advocacy; *Child Neglect; *Economic Factors; *Family Problems; Federal Government; Government Role; *Social Problems

America's children and their families are in trouble, trouble so deep as to constitute a serious threat to the future of our society. The major source of that threat is bureaucratic "benign neglect." We have failed to recognize that the problems of the multitroubled family in a changing society are the problems of the entire society in the midst of moral and economic crisis and cannot be solved except in that context. Unless government and the people join child and family advocates the well being of American families will continue to decline and the forces that produce alienation of our youth will increase. Within the larger issue of families in trouble, we have the ravages of child abuse, wife battering, alienated, troublesome, and troubled adolescents, epidemic divorce rates, teenage pregnancies, drug and alcohol abuse--all of which are adding to the difficulties of a multitroubled fragmented family. These outward expressions of violence and unrest are truly symptomatic of the much larger and deeper problem of family dysfunction. Many government-supported programs are necessary, but let us not forget that the prevention of child abuse and neglect ultimately depends on the restoration of a sense of family and a healthy community life. (RH)

DOCUMENT RESUME

ED 266 890 RC 015 594

The Sacred Tree.
Lethbridge Univ. (Alberta).
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 84
NOTE- 84p.; For the Teacher's Guide to this text, see RC 015 595.
AVAILABLE FROM- The Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($7.25 each; 5 or more copies, $6.25). The curriculum package which includes the Sacred Tree text (set of 25), Teacher's Guide, and Part I & II videotapes described in the abstract is available from The Four Worlds Development Project for $150.00.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Affective Behavior; American Indian Culture; *American Indian Education; American Indian Literature; American Indians; Beliefs; *Canada Natives; Codes of Ethics; *Cultural Context; Definitions; *Drug Education; *Ethical Instruction; Foreign Countries; Human Dignity; Humanistic Education; Illustrations; Individual Development; Integrity; Legends; Moral Development; Moral Values; Post Secondary Education; Secondary Education; *Self Actualization; Self Concept; Self Evaluation (Individuals); Social Values; Symbolism; Values Clarification; Values Education; Videotape Recordings
IDENTIFIERS- *Spiritual Development

Designed as a text for high school students and adults, this illustrated book presents ethical concepts and teachings of Native societies throughout North America concerning the nature and possibilities of human existence. The final component of a course in self-discovery and development, the book begins with the legend of the "Sacred Tree" followed by chapters on the important concepts and teachings of the legend and the symbolism of the medicine wheel. Chapter 4, "First Principles," summarizes 12 teachings of the "Sacred Tree," which include concepts such as that all things are interrelated, all creation is in a state of constant change, and human beings are spiritual as well as physical. Chapter 5, "The

DOCUMENT RESUME

ED 266 903 RC 015 620

Gittinger, Jack D., Jr.
Mobile Computer-Assisted-Instruction in Rural New Mexico.
PUB DATE- Feb 86
NOTE- 7p.; Paper presented at the Annual Southwest Conference for Rural Education (Las Cruces, NM, February 14-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Computer Assisted Instruction; *Computer Managed Instruction; English (Second Language); Mobile Classrooms; *Mobile Laboratories; Postsecondary Education; *Remedial Instruction; Remedial Mathematics; Remedial Reading; Retraining; Rural Areas; *Rural Education; Secondary Education; *Vocational Education
IDENTIFIERS- *New Mexico; University of New Mexico

The University of New Mexico's three-year Computer Assisted Instruction Project established one mobile and five permanent laboratories offering remedial and vocational instruction in winter, 1984-85. Each laboratory has a Degem learning system with minicomputer, teacher terminal, and 32 student terminals. A Digital PDP-11 host computer runs the TOAM operating system. Originally developed for Israel's culturally diverse immigrants in educationally isolated rural areas, the Degem system courseware was selected for its relevance to the basic skill remediation needs of rural New Mexico's multi-ethnic population. Courseware emphasizes mathematics, English as a second language, and reading through drill-and-practice and diagnostics. Introductory courseware in electricity, typing, algebra, sciences, and geometry was added. Each student receives individualized lessons at each session, based on initial placement results and subsequent performance. Instructors can print reports pinpointing a student's difficulty with course subtopics. Computer assisted instruction offers differentiation of curriculum and pace, increased ease of instructional management, and increased information flow. The mobile laboratory seems appropriate for a rural state with minimum resources, but further research is needed for successful use. Questions include scheduling for maximum use and effectiveness,

DOCUMENT RESUME

ED 266 916 RC 015 640

Knopke, Harry J., Ed.

Issues Related to the Quality of Life in West Alabama. Proceedings and Transcripts of a Public Forum.

Alabama Univ., University. Coll. of Community Health Sciences.; West Alabama Planning and Development Council, Tuscaloosa.

SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; William Randolph Hearst Foundation, Los Angeles, Calif.

PUB DATE- 5 Jul 84

NOTE- 26p.; For related documents, see RC 015 641-642.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Acceleration (Education); Career Education; Community Characteristics; Community Surveys; *Education Work Relationship; *Experiential Learning; *Field Experience Programs; Grade 10; High Schools; High School Students; *Quality of Life; *Rural Areas; *Rural Education; Secondary Education; Student Research

IDENTIFIERS- Alabama (Greene County); Alabama (Hale County); Alabama (Tuscaloosa County); *Biomedical Sciences Preparatory Program AL; Forums

A public forum on community water quality was conducted by tenth grade students participating in the University of Alabama's Biomedical Sciences Preparatory Program (BioPrep). BioPrep was designed to provide rural high school students with an intensified education concentrating on mathematics, science, communication, rural life, health, and medicine. For four weeks students from five rural high schools in three Alabama counties--Greene, Hale, and Tuscaloosa--focused their attention on water quality issues and utilized social science research techniques learned in the BioPrep accelerated curricula during the school year to examine the structure and organization of their counties, to assess legal, financial, educational, and public services elements, to identify demographic characteristics, and to assess the health care system. The students interviewed officials and workers in county agencies and institutions as well as citizens to identify problems. Finally they developed possible solutions to the problems. The transcript of students' presentations includes explanations of research methodology, research results, and implications of identified

DOCUMENT RESUME

SE

ED 266 929 SE 046 318

Teacher in Space Project.

National Aeronautics and Space Administration, Washington, D.C.

PUB DATE- 85
NOTE- 17p.; This guide was originally designed to be used with teaching-oriented activities on the Space Shuttle Challenger conducted by Christa McAuliffe.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Communication (Thought Transfer); *Creative Expression; Elementary School Science; Elementary Secondary Education; Interdisciplinary Approach; *Learning Activities; Literature; Music; *Science Activities; *Science Education; Secondary School Science; *Space Exploration; *Space Sciences
IDENTIFIERS- *Space Shuttle

The materials in this guide were designed to help teachers and other adults maximize the learning experiences and other educational events scheduled on space shuttle Mission 51-L. They include: (1) a description of the live lessons to be conducted by Christa McAuliffe; (2) teaching-related events of Mission 51-L; (3) a list of key mission-related terms; (4) pre-viewing activities; and (5) teaching activities. These activities focus on living in space (the shuttle's size, orbital human factors, health and survival, and space stations), working and studying in space (diversity of jobs, benefits and costs, and scientific study), and recording the space experience (creative expression, forms of communication, and space laws and decision). Each activity includes a statement of the concept involved, a list of objectives, and suggested instructional strategies. Lists of resources and National Aeronautics and Space Administration (NASA) Teacher Resource

DOCUMENT RESUME

ED 266 943 SE 046 455

Savas, Stephen D.; Savas, E. S.
Teaching Children to Use Computers: A Friendly Guide.
REPORT NO.- ISBN-0-8077-2791-1
PUB DATE- 85
NOTE- 125p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($7.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Graphics; *Computer Science Education; Elementary Secondary Education; *Learning Activities; *Mathematics Education; *Microcomputers; *Programing
IDENTIFIERS- *Computer Games

This 10-chapter book is intended to fill a need for a clearly written, easy to follow, introduction to computer programming that teachers or parents can immediately put to use. Its sample programs are designed to capture attention and spark the imagination of children learning to use computers. The first chapter provides such introductory information as to how to communicate with a computer, telling the computer what to do, and using step-by-step instructions. The next nine chapters focus on, respectively: printing on the screen; how to do mathematics on the computer; making the computer ask questions (using the INPUT statement); making decisions on the computer (including creating a mathematics game and a guessing game); making the computer repeat by using loops; animation on the screen; making pictures on the screen using graphics commands; working with words; and creating sounds on the computer and using peripheral equipment. Each chapter includes a list of concepts to stress. Two appendices are included. Since the programs used in the book are written for TRS-80 Models I, III, and IV, the first appendix contains information for users of other microcomputers. The second appendix shows how the 10 chapters can be organized into 24 teaching lessons, each lasting about one hour. (JN)

DOCUMENT RESUME

ED 266 958 SE 046 470

Aikenhead, Glen S.
Authentic Science: What Do Students Believe? Research Matters...To the Science Teacher.
National Association for Research in Science Teaching.
PUB DATE- 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beliefs; Foreign Countries; Graduate Surveys; High Schools; Opinions; Science Education; *Science Instruction; *Scientific Enterprise; *Secondary School Science; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Canada; *Science Education Research

Science teachers have been encouraged to concentrate on teaching what science really is, rather than conveying the false and mythical images of ideal science most often found in science textbooks. With the pressure to teach "authentic" science instead of ideal science, it would be useful to know how students really think about sciences. A study was recently completed with a stratified sample of 10,800 graduating high school students across Canada, and selected findings from this study are presented. Also presented are 20 statements which teachers can use to investigate what their students believe about the scientific enterprise by requiring that students take a position on each statement and justify their views). (JN)

ED 266 959 SE 046 471

Aikenhead, Glen S.

DOCUMENT RESUME

ED 266 973 SO 016 848

Mason, Mary G., Ed.
Anthropology: Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
PUB DATE- 85
NOTE- 16p.; Contains small print throughout.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Anthropology; Area Studies; Biographies; Cross Cultural Studies; Directories; Ethnography; Higher Education; Literature Reviews; *Resource Materials
IDENTIFIERS- *Cultural Anthropology; Cultural Resources

More than 80 anthropology source materials concentrating on cultural and social anthropology are cited in this annotated bibliography. Materials, located in the McLennan Library at McGill University (Montreal), are listed according to type of material. Library of Congress call numbers are presented; dates of publication range from 1950 to 1985. Part I includes biographical references, dictionaries, and encyclopedias. Handbooks in part II include books on various ethnic groups and ethnographic theory and methods. Atlases and maps in part III are followed by directories of people; research institutions, courses, museums, and libraries; and serials. Literature surveys in part V include literature and book reviews and current awareness tools. Current bibliography and periodical indexes precede a retrospective bibliography which lists general anthropology topics, regional topics (Africa, American, Asia, Europe, the Middle East, and the Pacific and Australia), and special subjects (education; health, medicine, and nutrition; land tenure and land use settlements; urban anthropology and settlement studies; and women). The final part provides information on related dissertations. (LH)

ED 266 974 SO 016 863

DOCUMENT RESUME

ED 266 988 SO 016 952

Economic Education for Future Elementary & Secondary Teachers: Basic Recommendations. Excellence in Economic Education, JCEE Checklist No. 359.

Joint Council on Economic Education, New York, N.Y.

PUB DATE- Oct 85

NOTE- 16p.; For related document, see SO 016 953.

AVAILABLE FROM- Joint Council on Economic Education, 2 Park Ave., New York, NY 10016 ($1.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Academic Standards; *Economics Education; Elementary Secondary Education; Guidelines; *Preservice Teacher Education; Teacher Certification; Teacher Education; Teacher Education Curriculum; Teacher Education Programs; Teacher Qualifications

Developed by a committee of 13 experts in both economics and teacher education, these basic recommendations concerning economic education requirements for future elementary and secondary school teachers are intended to stimulate positive changes in preservice teacher education practices compatible with national efforts to improve teacher education. Following a statement of purpose, a rationale for requiring economic education for teachers focuses on the value of economic instruction, the increasing number of states mandating economics instruction, recent efforts to strengthen academic requirements, the current push for stronger standards of teacher certification, and the impact of preparation on teaching effectiveness. Nine recommendations in Part II deal with the general education and academic specialization of prospective teachers, the professional education of prospective teachers, and guidelines for states with certification tests. Biographical information is then given for each member of the Committee on Teacher Education. (LH)

DOCUMENT RESUME

ED 267 002 SO 016 980

Schug, Mark C., Ed.
Economics in the School Curriculum, K-12.
Joint Council on Economic Education, New York, N.Y.; National Education Association, Washington, D.C.
PUB DATE- 85
NOTE- 123p.
AVAILABLE FROM- NEA Professional Library, National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036 (Stock No. 1828-1).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Class Activities; Cognitive Development; Community Study; Curriculum Development; Economics; *Economics Education; Educational Research; Elementary Secondary Education; Experiential Learning; Field Trips; *Global Approach; Learning Activities; Lesson Plans; Resource Materials; Skill Development; Teaching Methods

Intended to help economics educators in grades K-12 foster in students the thinking skills and substantive economic knowledge necessary to become effective and participating citizens, this book is organized around four themes. Part I presents an introduction by Mark C. Schug and a section on "The Current Status of Economics in the K-12 Curriculum" (William Walstad and Michael Watts). Next, Leon Schur summarizes the key concepts and principles that are fundamental and most appropriate in the K-12 curriculum. In Part II, Mark C. Schug and Beverly Jeanne Armento discuss research on how children think about economic ideas as a basis for numerous teaching activities for elementary children. Ronald A. Banaszak then notes the importance of economic understanding for early adolescents and presents appropriate learning activities. Similarly, Judith Brenneke and John C. Soper discuss the role of economics education at the high school, offering specific teaching suggestions. In Part III, Robert B. Woyach challenges teachers with a rationale for global education and offers practical teaching suggestions that introduce young people to the interdependence of our economy and the global economic system. Then Steven Haessler

DOCUMENT RESUME

ED 267 018 SP 027 074

Stallings, Jane; And Others
Engaged Rates: Does Grade Level Make a Difference?
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Age Differences; *Attention Span; Elementary Education; Socioeconomic Status; *Time on Task

Data on attention span, engaged rates, grade levels, and achievement, obtained from the Follow Through Longitudinal Study, were analyzed to examine relationships among the factors which tend to identify exemplary practices schools can adopt to increase the impact of the available time on student achievement. The sample included low income students from kindergarten through the fourth grade. Observations of each student in reading and mathematics classes were based on the Time Off Task observation instrument. Students also took the Stanford Achievement Test or the California Achievement Test. A trend was observed for children's engaged rates to increase from kindergarten to fourth grade. Those students with higher engaged rates appeared to score higher on the achievement tests than did students with lower engagement rates. Implications for planning classroom activities are offered. (CB)

ED 267 019 SP 027 076

Stallings, Jane
How Effective Is an Analytic Approach to Staff Development on Teacher and Student Behavior?

DOCUMENT RESUME

ED 267 035 SP 027 273

Guidelines for Professional Experiences in Teacher Education.
Association of Teacher Educators, Reston, Va.
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Association of Teacher Educators, 1900 Association Drive, Reston, VA 22091
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Field Experience Programs; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Student Teaching; *Teaching Experience

Guidelines, as developed by the Association of Teacher Educators (ATE), for professional experiences in education are presented. Revisions of these guidelines were conducted by the National Field Directors Forum, a special interest group of the ATE. The major purposes of professional experiences are to: (1) provide opportunities to relate knowledge, skills, and attitudes learned in teacher education to direct experiences and to perform professional teaching duties; (2) provide opportunities to apply and test principles of learning and to apply teaching strategies; (3) provide opportunities to develop entry level competence in the full range of teaching functions; (4) provide opportunities for career exploration in the teaching profession; and (5) demonstrate principles of professional and ethical behavior. This booklet presents guidelines regarding: (1) organizational structures for professional experiences; (2) planning of professional experiences; (3) qualifications, responsibilities, and loads of college and university personnel; (4) qualifications and responsibilities of affiliated supervisory personnel; and (5) inservice education programs for supervisors. (CB)

Rochette, Claude; Simard, Claude

Etude des sequences de type consonne constrictive plus voyelle en francais, a l'aide de la radiocinematographie et de l'oscillographie (A Study of the Constrictive Consonant Plus Vowel Sequences in French, Using X-Ray Filming and Oscillography). Publication B-148.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- ISBN-2-89219-157-2

PUB DATE- 85

NOTE- 407p.

LANGUAGE- French

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Acoustic Phonetics; *Articulation (Speech); Consonants; *Distinctive Features (Language); Foreign Countries; *French; Language Research; *Phonetic Analysis; Radiology; *Visible Speech; Vowels

IDENTIFIERS- *French (Canadian); Oscillograms

A study of the phonetic combination of a constrictive consonant (specifically, f , v , and r) and a vowel in French using x-ray and oscillograph technology focused on the speed and process of articulation between the consonant and the vowel. The study considered aperture size, nasality, labiality, and accent. Articulation of a total of 407 phrases or expressions covering about 570 different phonetic combinations were analyzed by means of x-ray films and oscillograms for both articulatory and acoustic evidence. They were finally submitted to auditory examination to determine how well the ear hears the phenomena recorded by the machines. A single French Canadian native speaker provided the entire linguistic corpus. The resultant analyses are reported in detail in narrative and tabular form. (MSE)

ED 266 655 FL 015 498

Villata, Bruno

Bilinguisme et problematique des langues ethniques. Enquete sur le comportement linguistique des jeunes montrealais d'origine italienne (Bilingualism and the Problem of Ethnic Languages. A Study of the Linguistic Behavior of Young Montrealers of Italian Descent). Publication B-149.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

ED 266 669 FL 015 515

Sibayan, Bonifacio P.
Teaching for Communicative Competence in a Second Language.
PUB DATE- 85
NOTE- 15p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Educational Strategies; *English (Second Language); Grammar; Intellectual Disciplines; Language Planning; Language Teachers; *Linguistic Borrowing; Literature Appreciation; *Nonstandard Dialects; Second Language Instruction; Teacher Education
IDENTIFIERS- Philippines

Issues related to teaching for communicative competence in a second language are discussed: the implications of accepting a nonnative "accommodation" variety of English as a model for teaching and learning; important shifts in thinking among second language speakers; the effects of nationalism and national language development on second language learning and teaching; teacher training; institutions and forces in society that are supportive of second language isntruction; and some views on the relative importance of grammar, literature, content subjects, reading, and writing. (MSE)

ED 266 670 FL 015 516

Nation, Paul
Opportunities for Learning through the Communicative Approach.
PUB DATE- 85
NOTE- 11p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series

Tests of Reduced Redundancy--The C-Test, A Practical Example.
PUB DATE- 85
NOTE- 15p.; In: Language Testing in School. AFinLA Yearbook 1985. No 41 (see FL 015 537). See also FL 015 539. Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cloze Procedure; Educational Research; Elementary Secondary Education; Foreign Countries; Language Proficiency; *Language Tests; *Redundancy; Second Language Learning; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Authentic Materials

Classical cloze tests have been criticized as unsatisfactory operationalizations of the concept of reduced redundancy and the theory of expectancy grammar. Use of the C-Principle is proposed as an improvement over the classical cloze procedure. Such tests are constructed according to a technique that deletes the second half of every second word in authentic texts, beginning with the second word in the second sentence and skipping single-letter words. Four to six similarly treated texts are combined in a C-Test. Only entirely correct restorations by the examinee are acceptable. The advantage of this technique is that redundancy is reduced at the word level rather than at the sentence level. The texts chosen should be brief, authentic, and neutral in subject matter. Tests for beginning learners are to be constructed from simpler texts, with a generous amount of time allowed for completion. Because of the authenticity of texts, item analysis can be performed only at the text level; it is defined as the percentage of correct solutions. In several years of testing in several languages (native, second, and foreign), the reliability and validity ratings of the technique have ranged from acceptable to high. Investigations have also established its construct validity. C-Tests can be used for student placement and diagnosis, and as research instruments. (MSE)

ED 266 685 FL 015 541

Evensen, Lars Sigfried
Testing Language Skills in the Norwegian Comprehensive School.
PUB DATE- 85
NOTE- 17p.; In: Language Testing in School. AFinLA Yearbook 1985. No. 41 (see FL 015 537). Document is in small print.

ED 266 699 HE 018 899

Brief of the Association of Universities and Colleges of Canada to the Sub-Committee on Equality Rights.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
PUB DATE- 85
NOTE- 17p.
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada K1P 5N1.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Employment Opportunities; Employment Practices; Financial Problems; Foreign Countries; Higher Education; Operating Expenses; *Personnel Policy; Position Papers; *Teacher Recruitment; *Teacher Retirement
IDENTIFIERS- *Canada; *Mandatory Retirement

The economic, human, and social impacts of mandatory retirement are addressed in a brief presented by the Association of Universities and Colleges of Canada (AUCC) to the Subcommittee on Equality Rights. There is a possibility that the coming into force of equality rights may remove mandatory retirement. It has been estimated that by 1989 removal of mandatory retirement would result in approximately 300 fewer new faculty being recruited and an increase in operating costs due to the retention of higher salaried faculty. Concerns of AUCC include: in the absence of mandatory retirement, the lack of career opportunities for young and promising scholars will be further aggravated; already limited financial resources for universities will be further drained either by the retention of a more expensive professoriate or by the costs of alternatives to mandatory retirement; in the absence of mandatory retirement policies, the human practices of institutional loyalty that allow termination of employment through retirement of once productive scholars may well be replaced by the disciplinary actions resulting in termination for cause; and the loss to the body of knowledge resulting from the lack of career opportunities for young and promising scholars may outweigh the benefits of the removal of mandatory retirement. (SW)

ED 266 700 HE 018 900

ED 266 712 HE 019 080

Beaufond-Marcano, Rafael Emilio
A Description, Analysis, and Evaluation of the Financial Structure of Four Private Universities in the Consortium of Universities of the Washington Metropolitan Area between 1973-74 and 1982-83.
PUB DATE- Dec 84
NOTE- 435p.; Doctoral Dissertation, George Washington University.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Economic Factors; *Educational Finance; Expenditures; *Financial Problems; Financial Support; *Fiscal Capacity; Higher Education; Inflation (Economics); *Money Management; Operating Expenses; *Private Colleges
IDENTIFIERS- American University DC; Catholic University of America DC; Georgetown University DC; George Washington University DC

Financial patterns at American University, Catholic University, George Washington University, and Georgetown University were investigated. Specific areas of concern include: revenue sources and expenditures, balance sheet formats, financial health, the effect of external factors such as enrollment and inflation, financial performance, ability to repay debts, degree of financial risk, and trends in financing the institution. Balance sheet ratios, performance ratios, and nonfinancial ratios (e.g., expenditure per student) were computed. The institutions were different in financial structure composition, management styles, and trends, but similar in problems, including ways to control internal inflation and operating/maintenance expenses and debt burdens. The universities had a relatively high degree of exposure to financial risk with limited possibility of reduction under the present economic conditions. The schools also had a deficiency in educational and general revenues to cover educational and general expenditures. Additional findings and an extensive literature review are provided. (SW)

ED 266 713 HE 019 081

ED 266 725 HE 019 095

Skobjak, Bernadette; And Others
NTID Manual of Planning, Budgeting, and Monitoring Procedures.
National Technical Information Service (DOC), Springfield, Va.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; *Budgeting; Check Lists; *College Administration; *College Planning; Departments; Educational Needs; Flow Charts; Government School Relationship; Guidelines; Higher Education; Interschool Communication; Objectives; Profiles; *Program Evaluation; Program Proposals; Records (Forms); *Reports
IDENTIFIERS- Mission Statements; *National Technical Institute for the Deaf; Strategic Planning

A revised user manual for the Planning, Budgeting, and Monitoring (PBM) process of the National Technical Institute for the Deaf (NTID) is presented. The logical development of NTID's tactical, one-year planning process is outlined, along with activities (e.g., interdivisional planning) and products (e.g., mission profile). For each chapter, information is provided on: start and completion dates, purpose of the activity, the process of how each product or activity fits into PBM; author/supervisor who is responsible for completing the activity/product; and the details of each step (e.g., writing a report). The chapters cover: the planning calendar, NTID responsibilities and goals, planning principles, strategic planning, NTID annual guidance paper, activity plans (e.g., involving faculty and staff in department planning); new project proposals, interdivisional planning, the mission profile, the mission statement, the Budget System Planning Form and NTID Budget Report, Equipment Request Form, monitoring mission profiles and budgets, program and financial reporting (Quarterly Visibility Reports, Academic Year Report, and Annual Report). Included are department budget numbers, expense object codes and titles, and flow charts on the PBM and on how the federal government and NTID's budget processes work together. (SW)

services; and (4) marketing was an activity initiated in response to enrollment decline. A four-page bibliography, the questionnaire, and sample cover letters are appended. (SW)

ED 266 739 HE 019 109

Oversight Hearing on the Reauthorization of the Higher Education Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Ypsilanti, Michigan, May 6, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 6 May 85

NOTE- 210p.; Serial No. 99-34. Pages containing photographs and small print may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgets; College Libraries; Cooperative Education; Educational Assessment; Educational Facilities; *Federal Aid; *Federal Legislation; Graduate Study; Grants; Hearings; *Higher Education; International Education; Needs Assessment; *Student Financial Aid; Student Loan Programs; Undergraduate Study; Work Study Programs

IDENTIFIERS- Congress 99th; *Higher Education Act 1965; *Michigan

Hearings held in Michigan on reauthorization of the Higher Education Act of 1965 are presented. An important part of the act is to achieve equal educational opportunity through provision of grants, loans, work opportunities, and special services to students demonstrating need. The act also contains programs to assist college libraries, for international education and cooperative education, as well as the Fund for the Improvement of Postsecondary Education. In response to concern about proposed decreases in federal student financial aid, recommendations offered during the hearings include: validating financial aid applications, providing incentives for enrollment in teacher education programs, channeling student financial aid funds into cooperative education programs rather than unrestricted student loan programs, and providing financial aid for nontraditional students. Comments on the following specific parts of the act are included: college and research library assistance, the specific student aid programs, the market before advertising. (SW)

ED 266 753 HE 019 137

College Scholarship Service Colloquium on Student Loan Counseling & Debt Management. Proceedings (Denver, Colorado, December 2-4, 1985).

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

PUB DATE- Dec 85
NOTE- 140p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Federal Aid; *Financial Aid Applicants; Financial Policy; Higher Education; Income Contingent Loans; Information Sources; Institutional Research; *Loan Repayment; Models; *Money Management; *Need Analysis (Student Financial Aid); Private Colleges; Public Policy; State Colleges; *Student Loan Programs; Undergraduate Students
IDENTIFIERS- Arizona State University; College Costs; *Debt (Financial); *Guaranteed Student Loan Program; Massachusetts; Yale University CT

Student loan counseling and debt management are discussed in three papers, six commentaries, and a panel discussion from a College Scholarship Service colloquium. In "Fulfilling the Institution's Responsibilities to Student Borrowers," Theodore J. Marchese discusses a shift in student financial aid marked by the ascendency of loans instead of loans and work study, and the consequences of this shift. Commentaries on the article are offered by Michael H. Halloran and John B. Lee. The second paper by Dennis J. Martin, "Long-Term Implications of Student Borrowing," reviews the findings of a recent study conducted by the National Association of Student Financial Aid Administrators as well as other research on student loan programs and borrower traits. Commentaries by Jerry S. Davis and Kathleen W. Little are included. In "Determining Student Capacity to Borrow," Dwight H. Horch identifies goals and activities of effective debt counseling, with an example for a private college senior. Debt burden and undergraduate overborrowing are also addressed. Commentaries on the paper are provided by Hedy

needs assessment survey, an outline for an advanced placement computer science course, and endnotes for each chapter. (JB)

ED 266 766 IR 011 982

Merrill, John
Levels of Questioning and Forms of Feedback: Instructional Factors in Courseware Design.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Computer Simulation; *Courseware; *Feedback; Hypothesis Testing; Individualized Instruction; *Instructional Design; Microcomputers; *Questioning Techniques; Research Methodology; Tables (Data); Time on Task
IDENTIFIERS- *Instructional Effectiveness

High and low level questions as determined by a panel of evaluators were combined with corrective feedback and attribute isolation feedback to form four versions of a computer-based science lesson. The sample consisted of 154 high school chemistry students in a suburban high school. The primary hypothesis was that students who received high level questions and attribute isolation feedback would perform significantly higher on posttests than students who received the other combinations of questioning and feedback. The experiment used the three-factor, repeated measures design known as the two between-one within-subjects design defined by between-subjects variables A (levels of questioning) and B (feedback conditions), which cross, and by the within-subject factor C (scores on Posttest I and Posttest II) treated as a repeated measurements factor. Results indicate the primary hypothesis was not sustained, but the question-level by posttest interaction and the question-level and posttest main effects were statistically significant at the .05, .001, and .01 levels respectively. The question-level main effect and the question-level by posttest interaction provided verification of the efficacy of levels-of-questions as an instructional factor in courseware design. High level questions were more likely to cause deep

(Charles B. Stoll); and "Current Issues That Have Arisen Affecting the International Flow of Information" (Lewis I. Flacks). (THC)

ED 266 780 IR 051 433

Wood, Richard J.

The Impact of Online Information Retrieval and Library Automation on the Attitude of Faculty in an Academic Library.

PUB DATE- Jan 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Academic Rank (Professional); *Correlation; *Faculty; Higher Education; *Information Retrieval; *Librarians; Library Services; *Online Searching; *Reference Services; Surveys
IDENTIFIERS- Faculty Status; *Slippery Rock University PA

A random-sample survey of 100 faculty members at Slippery Rock University of Pennsylvania was made to determine how online reference services and library automation affect the attitude of faculty toward several variables: (1) centralization or decentralization of online reference services; (2) willingness to learn to use and to pay for the services; (3) willingness to use trained reference librarians for searching the databases; and (4) attitude toward faculty status for librarians. The study had a 70% response rate and analysis by the Statistical Packages for the Social Sciences (SPSS-X) shows that faculty favor decentralization of online information retrieval services as long as the institution underwrites the cost; faculty are not willing to pay for the services themselves. However, a large percentage of the faculty also favor centralization of online services and will use trained librarians rather than learn how to use the services at their own expense. Faculty feel the online reference services enhance, not endanger, the faculty status of librarians. Faculty approve of faculty status and rank for librarians at Slippery Rock University where librarians have had faculty status and rank for many years. Associate and full professors, as well as those who say they use the library more frequently, show a better attitude in this regard. (Author/THC)

ED 266 794 IR 051 449

Mabbs, A. W., Comp.
Guide to the Archives of International Organizations. Part III.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/19
PUB DATE- Aug 85
NOTE- 47p.; For Parts 1 and 2 of this guide, see ED 188 592 and IR 051 412.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Archives; Developing Nations; *Government Publications; Information Sources; International Cooperation; *International Organizations; International Programs; *Library Collections; National Libraries; *Public Officials; Resource Materials
IDENTIFIERS- *United Nations

This compilation forms Part 3 of the guide according to the plan conceived by a working party of the Section of Archivists of International Organizations in 1974-1975. An information gathering questionnaire was sent to 246 organizations in two categories: intergovernmental organizations created before 1950 and non-governmental organizations with category A, B, or C relationships with Unesco and created before 1950. Responses were received from 64 organizations (26% of those polled); the entries are arranged alphabetically by title of the organization and most include: postal address, telephone number, year of founding, description of archives, access information, and research facilities. The amount of detail and clarity of description of each organization's archives varies considerably from entry to entry. The questionnaire (Appendix A) was designed to provide the opportunity for organizations with extensive and well-organized archives to give precise and detailed information, while enabling others to provide only a few basic facts if they preferred. A list of the 246 organizations to which the questionnaire was sent is appended. (THC)

ED 266 795 IR 051 450

sources for interagency task force members; examples of organizations and interests for possible program team membership; and a description of preliminary design group meetings and activities. (THC)

JC

ED 266 808 JC 860 055

Vail, Evan
Riverside City College Students Who Transferred to the California State University and University of California.
Riverside Community Coll. District, CA. Office of Research and Planning.
PUB DATE- 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Admission; *College Transfer Students; Community Colleges; *Enrollment Trends; *Grade Point Average; Higher Education; Longitudinal Studies; Postsecondary Education; *State Colleges; *State Universities; Two Year Colleges; *Two Year College Students

These two reports provide a longitudinal perspective on Riverside City College (RCC) students who transferred to the California State University (CSU) and University of California (UC) systems. Data available on the CSU transfers include numbers of transfers, 1970-1984; RCC's share of total transfers to the CSU system; broad grade point averages (GPA's) of regular and exceptional admits, 1980-1983; percentages of regular and exceptional admits, 1980-1983; continuation rates, 1980-1983; average transfer GPA, 1980-1983; GPA's earned at CSU, 1980-1983; and GPA differentials, 1980-1983. For UC transfers, the data presented include numbers of first-time fall transfers, 1963-1984; basis for admission to UC, 1978-1983; total RCC entrants to the UC system, 1978-1983; RCC and UC GPA's of transfer students, 1963-83; UC majors of RCC transfers, 1979-1983; first-year performance of RCC transfers by UC campus;

and coordination among colleges; and (11) increasing effectiveness and promoting accountability. The report concludes with a a section on implementation. Appendices provide information on curricula offered, selected student characteristics, fall 1983 enrollments, and teaching faculty by college. (LAL)

ED 266 821 JC 860 108

Chandler, Margaret K.; Julius, Daniel J.
A Study of Governance in the Unionized Two-Year Institution.
PUB DATE- 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Collective Bargaining; *College Administration; Community Colleges; Employer Employee Relationship; Faculty College Relationship; *Governance; Negotiation Agreements; *Teacher Administrator Relationship; *Teacher Associations; Teacher Role; *Two Year Colleges; Unions

A study was conducted to assess the extent to which faculty associations in two-year colleges have penetrated certain management functions or rights, to determine the impact of academic unions on traditional "faculty rights," and to develop predictors of the extent of faculty association penetration into management areas. The study involved an analysis of 184 two-year collective bargaining agreements, focusing on long-range planning, retrenchment, promotion, appointment, nonrenewal, tenure, and management rights. Study findings include the following: (1) 58% of the faculties had elected the National Education Association (NEA), and 32% elected the American Federation of Teachers (AFT); (2) for 20.6% of the sample, there had been a change in the bargaining agent; (3) faculty associations had made only modest contractual inroads in the administrative and personnel areas; (4) all of the agreements contained a managements rights clause, and nearly 70% contained strong rights statements; (5) unions in two-year colleges were less successful than those in four-year institutions in pushing into traditional personnel areas; (6) local economic, political and organizational factors played a more determining role in shaping the bargaining process for community colleges than for four-year institutions; (7) faculty rights scores for schools in the private sector were significantly higher than scores in public

II"; (13) "Office Procedures"; and (14) "Computer Applications." For each course, the following information is presented: course title, prerequisites, credit hours, course description, rationale for course, function of course in the curriculum, performance objectives, performance evaluation, administrative considerations, syllabus, text name, and bibliography. (EJV)

ED 266 834 JC 860 126

Koltai, Leslie
State of the District Address, 1985-86.
Los Angeles Community Coll. District, Calif.
PUB DATE- 5 Mar 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Colleges; *Declining Enrollment; Faculty Development; *Financial Problems; Multicampus Districts; *Organizational Change; Program Development; *Reduction in Force; *Retrenchment; Two Year Colleges

An overview is provided of the problems facing the Los Angeles Community College District (LACCD), the current situation and immediate program of action, and the District's objectives for the short- and long-term future. The first section addresses the nature and scope of the problems brought about in the LACCD and California community colleges by declining enrollments and reduced funding. Pointing to underfunding as the central problem faced by the LACCD, this section explains that 70% of California's community college districts need special funding to stabilize their operations and reviews the findings of investigations of the LACCD by outside agencies. The next sections consider changes that took place in the LACCD in 1985-86, including: (1) a 10% reduction in force of district administration; (2) a reorganization of policy and operations; (3) the implementation of several new programs integrating the programs of LACCD colleges with K-12 and other segments of higher education; and (4) a decentralization of operational responsibilities. In the next section, plans for restructuring the faculty and staff of the LACCD are reviewed. After stating the objectives of the LACCD Board of Trustees and looking at plans for program expansion, the report concludes with comments on the future of the LACCD. (EJV)

ED 266 848 PS 015 634

Blankenship, Mary L.
No More Bias: Teaching Children to See the World without Limits.
PUB DATE- 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bias; *Childhood Attitudes; Educational Practices; Elementary Secondary Education; *School Role; Socialization; *Stereotypes; *Teacher Responsibility; *Teacher Role

To function fully in a global society, individuals must be able to meet people different from themselves in an open atmosphere, free from the bias of long held stereotypes. From the earliest days at school, teachers and schools can decisively influence children's attitudes toward their own and other groups. It is important to understand that stereotypes constitute the foundation of biased beliefs. Stereotypes strongly affect people's behavior because they are learned at a very early age. They tend to persist in adults despite experiential evidence to the contrary. In young children, stereotypes are strong but they are also in transition and can be changed. To begin to eliminate bias, teachers must reassess the cultural environment they present to the children in their care. Steps to changing stereotypes include teachers' awareness of their own attitudes, monitoring of their own behavior, evaluating the classroom and school environment, modeling non-stereotyping behavior, and setting an example by being sensitive to and genuinely caring for others. Four pages of references complete the document. (RH)

ED 266 849 PS 015 637

Olsen, Glenn W.
Campus Child Care within the Public Supported Post-Secondary Educational Institutions in the State of Wisconsin.

ED 266 863 PS 015 659

Riley, Mary Tom; And Others
The Male's Role in Early Childhood Education.
Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; Family Influence; Identification (Psychology); *Males; *Preschool Children; Preschool Teachers; Role Models; *Self Concept; *Sex Role; *Teacher Influence; Teacher Student Relationship
IDENTIFIERS- Project Head Start

This study was conducted to test the hypothesis that male influences both at home and at school would promote a positive self-concept in preschool children. More specifically, it was thought that preschoolers with both a father at home and a male teacher at school would have a slightly more positive self-concept than preschoolers with either a father at home or a male preschool teacher. In turn, this second group of preschoolers was hypothesized to have a higher positive self-concept than those preschoolers with neither a father at home nor a male preschool teacher. Subjects of the study were 230 preschool children drawn from Head Start programs in Texas which employed male teachers. Children were assessed through use of the Self-Concept and Motivation Inventory (SCAMIN) which measured overall self-concept in relation to school. Results showed that having a significant male in the home and having a male teacher significantly improved the self-concept of the student; however, this significance extended only to the male students in the study. Because the original hypothesis was only partially supported, it was concluded that the influence of male teachers, in general, does not seem to extend to children on those variables over which the teachers have only an indirect influence (i.e., gender concepts and attitudes toward school and self). (DST)

ED 266 877 PS 015 690

Arnold, Genevieve Hunter
An Interpretive Analysis of Teacher Expectations in Early Childhood Education.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Curriculum Development; *Early Childhood Education; Grade 1; Kindergarten; *Stereotypes; *Teacher Attitudes; *Teacher Student Relationship; *Young Children
IDENTIFIERS- *Teacher Expectations

The purpose of this study was to broaden the existing field of teacher expectation research by answering the following questions about teacher expectations: (1) How do teachers in early childhood education develop expectations for student success and failure within the classroom social system? (2) What are the stereotypes of the "good" and "bad" student? (3) How are these expectations and stereotypes reflected in the daily life of young children? and (4) How do teacher expectations for the model or ideal student affect the development and implementation of the basic curriculum? Investigators observed the phenomenon of teacher expectations in kindergarten and first grade classes, interviewed teachers, and conducted group interviews with the students. They concluded that (1) the formation and maintenance of teacher expectations were influenced significantly by (a) personal and past history of teachers and students, (b) traditional role descriptions of teachers, students, and the curriculum, and (c) society and individual needs; (2) the stereotypes of the "good" and "bad" student were strongly related to teacher expectations for the model student; (3) teacher expectations strongly influenced the daily activities of young children in the classroom; and (4) the teacher's ideal student profile and the curriculum influenced and shaped each other. Recommendations include directions for future research and the identification of a personal conceptual framework for curriculum development. Appendices include methodology and questions used in teacher and student interviews. (DST)

ED 266 878 PS 015 691

Gifts of the Four Directions," explains the medicine wheel as a symbolic tool for gaining self-knowledge and discusses at some length the human qualitities and symbols associated with the east (renewal), south (emotional capacities), west (spiritual insight), and north (intellect and volition). Chapter 6 presents a 12-point code of ethics derived from the teachings of the "Sacred Tree" and covering topics such as respect, moderation, and service to others. This text is part of a curriculum package that includes a videotape and teacher's guide. (JHZ)

ED 266 891 RC 015 595

The Sacred Tree. Teacher's Guide.

Lethbridge Univ. (Alberta).

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 84
NOTE- 52p.; For the student text, see RC 015 594.
AVAILABLE FROM- The Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 00 ($7.25 each; 5 or more copies, $6.25). The curriculum package which includes the Sacred Tree text (set of 25), Teacher's Guide, and Part I & II videotapes described in the abstract is available from The Four Worlds Development Project for $150.00.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Affective Behavior; Alcohol Education; American Indian Culture; *American Indian Education; American Indian Literature; American Indians; Beliefs; *Canada Natives; Codes of Ethics; Creative Activities; *Cultural Context; *Drug Education; *Ethical Instruction; Foreign Countries; Illustrations; Individual Development; *Learning Activities; Learning Modules; Legends; Moral Development; Moral Values; Postsecondary Education; Secondary Education; Self Actualization; Self Concept; Self Evaluation (Individuals); Social Values; Values Clarification; Values Education; Videotape Recordings
IDENTIFIERS- *Spiritual Development

Learning activities and background information are featured in this guide to a program of self-exploration and development suitable for high school students or adults. Introductory material explains the philosophy of the curriculum, which approaches alcohol and drug

best use in basic instruction or diagnostics, course adaptation to a transient schedule, and teacher reaction to a mobile system. (LFL)

ED 266 904 RC 015 621

Moellenberg, Wayne P.
Computer Simulation of Factors Affecting Rural Education.
PUB DATE- Feb 86
NOTE- 9p.; Paper presented at the Annual Southwest Rural Education Conference (Las Cruces, NM, February 14-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Agriculture; Business Education; *Computer Assisted Instruction; *Computer Simulation; Economics Education; Educational Games; *Farm Management; Management Games; Material Development; *Models; Postsecondary Education; Problem Solving; Rural Education; Secondary Education; Young Farmer Education
IDENTIFIERS- Agricultural Economics

Computer simulations of agricultural finance and management may be helpful to students preparing for agricultural careers. Simulations would provide problem definition and problem solving in realistic interactions with complex and ambiguous situations similar to those encountered in farming. The paper describes a major financial problem for farmers, explores the implications of that problem for students, and outlines a computer-based simulation model which would give students experience in dealing with the problem. Data sources for simulations, potentials of interactive exercises among students, and advantages of using real data with existing ambiguities are described. The board game "AGRICULTURE" is discussed as a prototype for simulation. (LFL)

ED 266 905 RC 015 626

The Economic Evolution of Rural America. Hearings before the

problems and proposed solutions. The transcript of a panel discussion includes student questions about county issues and quality of life. (LFL)

ED 266 917 RC 015 641

Knopke, Harry J.; And Others
Assessing the Quality of Life in Rural Alabama: Results of High School Students' Community Investigation.
Alabama Univ., University. Coll. of Community Health Sciences.; West Alabama Planning and Development Council, Tuscaloosa.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; William Randolph Hearst Foundation, Los Angeles, Calif.
PUB DATE- Feb 86
NOTE- 25p.; For related documents, see RC 015 640-642. Paper presented at The Annual Southwestern Conference for Rural Education (5th, Las Cruces, NM, February 14-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations Education; Career Education; *Career Planning; *Community Surveys; *Educationally Disadvantaged; *Education Work Relationship; Field Experience Programs; Health Occupations; High Schools; *High School Students; Medical Education; *Rural Areas; Rural Education; Student Research
IDENTIFIERS- Alabama; *Biomedical Sciences Preparatory Program AL; University of Alabama

Rural Alabama high school freshmen and sophomores collected and analyzed data about community drinking water supplies in a social science research project designed to acquaint them with health care issues in their communities. Students interviewed government and business leaders, health care professionals, and residents in three rural counties. In a public forum students reviewed socioeconomic, demographic, and political characteristics of each county, assessed health care systems, presented investigation results, and discussed solutions and implications for community planning, health care systems, and social structures. Students learned basic social science research skills, gained self-confidence, learned to work with others, began to think critically about issues in their counties, and demonstrated that they could successfully assume the role of community researchers. The student project was part of the Biomedical Sciences Preparatory Program (BioPrep) of the University

Centers are included. Also included is background information on the ML-5 mission and Teacher in Space Project. (JN)

ED 266 930 SE 046 427

Smyth, J. C., Ed.
Learning for Living: Environmental Education in Scotland.
Scottish Environmental Education Council (Scotland).
REPORT NO.- ISBN-0-948773-00-6
PUB DATE- 85
NOTE- 81p.; Publication made possible through a grant from Carnegie UK Trust.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Education; *Conservation (Environment); Curriculum Development; Elementary Secondary Education; *Environmental Education; Global Approach; *Holistic Approach; Integrated Curriculum; *Interdisciplinary Approach; *Quality of Life
IDENTIFIERS- *Environmental Education Programs; *Scotland

The development and progress of environmental education in Scotland since the Gilbert report of 1974 are charted and reviewed in this publication. Environmental education is viewed as opening all disciplines and affecting all age groups. Emphasis is placed on the need for a central resource base where an internal conceptual structure could be developed with clearly defined aims and objectives. Topics addressed include: (1) changing environment of environmentalism (reviewing economic, social, political, and administrative trends and their environmental effects); (2) primary school experience (explaining initiatives related to policy-making, instructional issues, curriculum development and future directions); (3) secondary school experiences (discussing co-ordinating and training efforts and curriculum development); (4) continuing education (proposing models for community education programs); (5) organizations contributing to environmental education (summarizing the efforts of specific conservation agencies); (6) national and international dimensions (offering perspectives in the global nature of environmental education); (7) conclusions (discussing the need for an environmental ethic); and (8) principal recommendations (identifying the major areas of concern for the future of environmental education). Eighty-four references and information on the Scottish Environmental

ED 266 944 SE 046 456

Davis, Barbara Gross; Humphreys, Sheila
Evaluating Intervention Programs: Applications from Women's Programs in Math and Science.
REPORT NO.- ISBN-0-8077-2787-3
PUB DATE- 85
NOTE- 244p.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Conferences; Costs; *Evaluation Methods; *Evaluation Utilization; Females; Interviews; *Mathematics Education; *Program Evaluation; Questionnaires; *Science Education; Science Programs; *Teacher Education Programs; Tests

This four-part book shows how teachers, counselors, directors, and administrators can assess and evaluate their mathematics and science programs. The examples provided are drawn primarily from programs for women, but the methodology is generalizable to interventions for various populations. The two chapters in part I give an overview of the rationale for evaluations and their design. The 10 chapters in part II explain the basic tools for gathering information (questionnaires, interviews, observations, tests) and also how to analyze the information gathered, how to present the information to those who can use it, and how to determine what the evaluation will cost. The six chapters in part III deal with evaluation strategies tailored to five different kinds of intervention programs (science career conferences, products and exhibits, internship programs, courses and curricula, and teacher education programs). Part IV contains these resources: a glossary of evaluation terms; resource lists of instruments; resource persons for various programs and projects; and an annotated bibliography. (JN)

ED 266 945 SE 046 457

Teaching Authentic Science. Research Matters...To the Science Teacher.
National Association for Research in Science Teaching.
PUB DATE- 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Measures; Beliefs; Opinions; Science Education; *Science Instruction; *Scientific Enterprise; Secondary Education; *Secondary School Science; *Student Attitudes
IDENTIFIERS- Science Education Research

Science teachers have been encouraged to teach "authentic science" instead of the false and mythical images of ideal science most often found in science textbooks. To help teachers in this task information is provided on conditions for learning and on how to evaluate student responses to statements which focus on the nature of the scientific enterprise. A sample is offered which includes: (1) a situation (or statement) presented to students; (2) a question asking students to agree or disagree with the ideas conveyed; and (3) typical student responses, each accompanied by an evaluative comment and suggested numerical score. Explanations for the numerical scores are included. (JN)

ED 266 960 SE 046 472

Johnson, Roger T.; Johnson, David W.
Encouraging Student/Student Interaction. Research Matters...To the Science Teacher.
National Association for Research in Science Teaching.
PUB DATE- 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; Individualized Instruction; *Interaction; *Peer Relationship; *Science Education; *Science Instruction; *Teaching Methods
IDENTIFIERS- *Science Education Research

Reports on over 600 research studies which compare learning in

Social Studies. Microsift Courseware Evaluations.

Northwest Regional Educational Lab., Portland, Oreg.

PUB DATE- 85

NOTE- 32p.; Compilation by Social Science Education Consortium of NWREL Microsift Courseware Evaluation Sheets (May 1984-Dec 1985). For previous evaluation, see ED 248 162.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Civics; *Computer Assisted Instruction; Computer Simulation; *Courseware; Economics Education; Elementary Secondary Education; Geography Instruction; History Instruction; *Instructional Material Evaluation; Political Science; *Social Studies; United States Government (Course)

IDENTIFIERS- Law Related Education

This compilation of 17 courseware evaluations gives a general overview of available social studies microcomputer courseware for students in grades 1-12. Each evaluation lists title, date, producer, date of evaluation, evaluating institution, cost, ability level, topic, medium of transfer, required hardware, required software, instructional purpose, instructional techniques, available documentation, instructional objectives, instructional prerequisites, content and structure, estimated student time required, potential uses, major strengths, and major weaknesses. Evaluation criteria are summarized in a grid showing evaluator ratings ranging from "strongly agree" to "strongly disagree." Most of the courseware is suitable for use with Apple II microcomputers. Courseware titles are "The Medalists-States" (geography), "U.S. Constitution Tutor" (American government), "Rails West!" (history, economics), "Geography Series: New England" (geography), "U.S. Geography Quiz" (geography), "States and Capitals" (geography), "Political Genie" (political science, history, civics), "States" (geography), "Santa Fe Trail" (history), "Greek Mythology" (history, literature), "Cosmic Carnival" (economics), "U.S. History Databases for PFS: File" (history), "Hometown" (civics, local affairs), "How a Bill Becomes Law" (government), "Law in American History" (history, law), "States and Traits" (geography), and "Countdown, Test Simulator, Authoring and Management System" (any subject or topic). (LH)

ED 266 975 SO 016 873

ED 266 989 SO 016 953

Brennan, Dennis C.
A Survey of State Mandates for Economics Instruction, 1985-86. Excellence in Economic Education, JCEE Checklist No. 360.
Joint Council on Economic Education, New York, N.Y.
PUB DATE- Oct 85
NOTE- 26p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Consumer Education; *Economics Education; Elementary Secondary Education; Graduation Requirements; *National Surveys; Required Courses; *State Standards

Fifty state departments of education were surveyed to determine state changes in economics education (including consumer education and free enterprise education) mandates since an earlier survey conducted in 1981 by Brennan and Banaszak. Findings, which are presented in a table summarizing the status of mandates for economics instruction in each state, show that as of March 1, 1985: (1) 27 states had mandated that students receive some form of instruction in economics; (2) 15 states required at least a semester course in economics for high school graduation; (3) four states required that high schools make available a course in economics for those students who elect to take it; (4) 24 states had an economics/free enterprise mandate; and (5) 10 states had mandates for economic education. Comments about the nature of these changes and state funding allocated for economics education are also provided in the table. A second table outlining graduation course requirements in economics in 15 states concludes the booklet. (LH)

ED 266 990 SO 016 954

Paradiso, James; Stair, Kenneth
Survival Sales Forecasting.
PUB DATE- 85
NOTE- 8p.

and Mark C. Schug identify practical ways to enhance citizenship knowledge and skills by studying the economy and the local community. In the final section, Margaret A. Laughlin introduces numerous resources to help improve economic understanding of both teachers and students. (LH)

ED 267 003 SO 016 981

Talbot, Elizabeth, Ed.; Vaillant, Janet G., Ed.
Russia/Soviet Union: A Guide to Print Materials for Teachers.
PUB DATE- 85
NOTE- 114p.
AVAILABLE FROM- Russian & Eastern European Center, University of Illinois, 1208 W. California, Urbana, IL 61801 ($4.00,; $2.50 each for 10 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Area Studies; Cultural Awareness; *Foreign Culture; Grade 6; Guides; Junior High Schools; *Literature Reviews; Reference Materials; Resource Materials; *Russian Literature; Secondary Education; Social Studies
IDENTIFIERS- *Russia; *USSR

Intended to provide middle school and high school teachers and others interested in Russia and the Soviet Union with a guide to printed materials, this booklet is divided into several sections. The first section, comprising the bulk of the publication, is devoted to reviews of 69 books that were written for classroom use or appear as if they might be particularly interesting to students in grades 6-12. Each book has been reviewed by two people: a university-based expert evaluating balance and accuracy and a classroom teacher focusing on accessibility and possible uses in the classroom. For each entry, author, title, pages, identifying numbers, physical description, price, grade level, subject, summary, and comments by both a Russia/USSR specialist and a teacher/learner specialists are provided. Additional sections list over 200 background readings, teacher and student projects, reference books, Russian and Soviet Literature, and maps and atlases. A section describing additional information sources lists university Russian and East European centers, special interest groups, distributors of Soviet materials, distributors of Soviet films, and travel agencies. (LH)

George Peabody Coll. for Teachers, Nashville, Tenn.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Program Development; Program Evaluation; Secondary Education; *Self Evaluation (Individuals); *Staff Development; *Teacher Effectiveness; Teacher Improvement; Teacher Workshops
IDENTIFIERS- *Reflective Teaching

A description is given of the development and evaluation of a staff development model that was used by District of Columbia teachers. The model was based on the belief that teachers learn best through an analysis of their own behavior and thoughtful application of ideas to their own contexts. The first phase of the study defined over 50 instructional variables that were significantly related to student outcomes. The goal for the second phase was to make sense of the findings and to develop a curriculum for use with secondary school teachers of low-achieving students. To accomplish this goal, the variables were grouped to form three conceptual units: (1) organizing and managing; (2) interactive instruction; and (3) monitoring and guiding seatwork. Small group workshops were designed to train the teachers in these areas. Dissemination constituted the third phase of the model's development. Research so far has indicated that the model has been effective in helping teachers and students. (CB)

ED 267 020 SP 027 086

Brooks, Dana D.
The Current Status of Sport Sociology within American and Canadian Colleges and Universities.
PUB DATE- 84
NOTE- 17p.; Paper presented at the Olympic Scientific Congress Meeting (Eugene, OR, Summer, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; *Course Content; Curriculum Development; Higher Education; Majors (Students); Physical Education; *Sociology
IDENTIFIERS- *Sport Sociology

ED 267 036 SP 027 274

Theodossin, Ernest
Selection through Interviewing: Entrance Procedures in Teacher Recruitment. Coombe Lodge Research Report. Information Bank Number 1837.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Oct 83
NOTE- 37p.; Appendices are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; *College Admission; Foreign Countries; Higher Education; *Preservice Teacher Education; *Teacher Selection
IDENTIFIERS- Australia

This study looks briefly at work done in the field of teacher selection. It then examines the interviewing arrangements at Balls Park College (Australia) in 1970-71, when candidates were being selected for the teacher training course which began in October 1971. An attempt is made to discern relationships existing among: (1) the data available to interviewers; (2) their evaluations of interviewees; and (3) final assessments of successful candidates at the completion of their training course. The predictive value of interviewer assessments is explored, and suggestions are offered as to how entrance procedures might in the future be modified. Interviewing forms and references are appended. (CB)

ED 267 037 SP 027 280

Johns, Kenneth W.; Cline, Daniel H.
Supervisory Practices and Student Teacher Satisfaction in Selected Institutions of Higher Education.
PUB DATE- Oct 85
NOTE- 29p.; Paper presented at the Annual Meeting of North Rocky Mountain Educational Research Association (3rd, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Preservice Teacher Education; *Student

REPORT NO.- ISBN-2-89219-158-0
PUB DATE- 85
NOTE- 208p.
LANGUAGE- French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; English (Second Language); *Ethnic Groups; Foreign Countries; French; Intellectual Development; *Italian; Language Research; *Language Skills; *Multilingualism; Native Language Instruction; Preadolescents; *Sight Vocabulary
IDENTIFIERS- Italian Canadians; Quebec (Montreal)

A study is reported of the language behavior of trilingual 9-to-12-year-old native Italian speakers in Montreal, some of whom were studying Italian on Saturdays and some of whom were not. The study focused on their available vocabulary in the three languages (Italian, French, and English) and on their language productivity during their various activities. A comparison was made between this group and monolinguals and bilinguals. The report outlines the sociohistory of the Montreal Italian community, characteristics of the Italian spoken in Montreal, a description of the study, and quantitative and qualitative analyses of the data. The findings are presented and examined in the context of the importance of the home language, the comparable vocabulary of persons in France and Acadia, and the "balance effect theory" of language and the "principle of languages for communication." It is concluded that the conscious study of the home language does not slow the intellectual development of the adolescent; rather, it appears to correlate positively and strongly with academic achievement. (MSE)

ED 266 656 FL 015 499

Rambelo, Michel
Analyse macro-sociolinguistique d'une situation de diglossie: le cas de Madagascar (A Macro-Sociolinguistic Analysis of a Diglossic Situation: The Case of Madagascar). Publication H-6.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-160-2
PUB DATE- 85
NOTE- 44p.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.

14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Coherence; *Communicative Competence (Languages); Educational Strategies; *English (Second Language); Group Activities; *Grouping (Instructional Purposes); *Language Skills; Second Language Instruction; Story Telling; Student Participation

A study of the optimal combination of language students for participation in an oral group exercise used a story-creating activity in which each student was required to memorize a single sentence and, by discussing the sentences with each other, arrive at a sensible order for them. Three types of verbal interaction were recorded: repetition of the memorized sentence by its "owner," ordering of sentences, and seeking and giving clarification. Four groups of eight students each were studied: one high-proficiency, one low-proficiency, and two groups with four high-proficiency and four low-proficiency students. It was found that repetition was evenly spread within and among groups, that sentence-ordering was more common in the homogeneous groups, and that clarification depended on proficiency in the target language and relationships within the group. Further research into the kinds of group composition and activities that contribute most to learning is recommended, focusing on three arrangements: superior-inferior, in which one learner has all the information; combining, in which each learner has different information; and cooperating, in which each learner has the same information and in which the participants work together. A final observation is that the teacher has an important role to play in facilitating learning and providing the most favorable opportunities for participation in language activities. (MSE)

ED 266 671 FL 015 517

Peng, Khong Chooi
UMSEP and the Deep End-Support-Performance Approach to Language Learning.
PUB DATE- 85
NOTE- 29p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; Communicative Competence (Languages); Curriculum Design; Data Interpretation; *Educational Change; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Heterogeneous Grouping; Language Skills; *Language Tests; Public Schools; Second Language Instruction; Student Attitudes; Surveys; Teacher Attitudes; Testing; *Test Results
IDENTIFIERS- Comprehensive Examinations; *Norway

Data from a national survey of students and teachers working within Norway's system of mixed-ability instruction in the elementary and early secondary schools suggest that, after ten years of implementation, the teaching and testing system is workable and that some aspects work relatively well. Instruction in English as a second language in a mixed-ability system has some problems that will be a continuing challenge for researchers and teacher trainers. When the curriculum was designed, the communicative aspect had not been worked out well, but it is anticipated that the revisions in the 1985 teaching guide will alter the previous non-communicative skills orientation to a more communicative one, especially in the direction of oral skills and cultural education. These changes are expected to lead to changes in testing. Some data interpretation and tables are included from both teacher and student responses and a national evaluation system. (MSE)

ED 266 686 FL 015 542

de Jong, John H. A. L.
Effect of Mixing Ability Groups on Ability Levels Attained.
PUB DATE- 85
NOTE- 11p.; In: Language Testing in School. AFinLA Yearbook 1985. No. 41 (see FL 015 537). Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; Academic Achievement; Comparative Analysis; *Curriculum Design; *Educational Change; English (Second Language); Foreign Countries; German; *Heterogeneous Grouping; Language Tests; *Program Effectiveness; Secondary Education; *Second Language Learning
IDENTIFIERS- *Netherlands

In 1983, in the Netherlands' highly differentiated school system,

Submission to the Special Senate Committee on Youth.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
PUB DATE- Aug 85
NOTE- 9p.
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada K1P 5N1 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Role; *College Role; College Students; *Educational Benefits; *Education Work Relationship; *Enrollment Trends; Females; Foreign Countries; Higher Education; National Organizations
IDENTIFIERS- *Association of Universities and Colleges of Canada; *Canada

The role of the Association of Universities and Colleges of Canada (AUCC) and the involvement of its members in the education of young people are addressed in this brief to the Special Senate Committee on Youth. Enrollment data for 1950-1984 are presented for full- and part-time undergraduate and graduate students, and the percentages of women for each year are also indicated. Full-time undergraduate student enrollment is related to the population of 18- to 21-year olds, and full-time graduate student enrollment is related to the population of 22- to 24-year olds. The importance of university degrees for future employment is shown by data on unemployment rates by levels of educational attainment. While there is need to provide students with skills and knowledge that are marketable, the most highly specialized professionals have acquired their first degrees in the humanities or the social/pure sciences. This pattern enables graduates to respond to a variety of changing demands and to make the transition through several careers. Universities help develop graduates with the skills to compete in the international market place and to keep pace with rapidly changing technologies. Universities also conduct research needed within education and the larger society. (SW)

ED 266 701 HE 018 950

Feltovich, Paul J.; Patel, Vimla L.
The Pursuit of Understanding in Clinical Reasoning.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.

Voelkel, Robert T.

The Preparation of the Professoriate: A View from the Liberal Arts College.

Council of Graduate Schools in the U.S., Washington, D.C.

PUB DATE- Feb 86

NOTE- 4p.; Condensation of an address presented to a meeting of the Council of Graduate Schools (25th, Anaheim, CA, December 11-14, 1985).

AVAILABLE FROM- Council of Graduate Schools in the United States, One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; College Instruction; Higher Education; *Learning Motivation; Liberal Arts; *Scholarship; *Teacher Education; Teacher Role; *Teacher Student Relationship; Teaching (Occupation); *Teaching Skills

Perspectives on how college teachers learn to teach and ways to re-invigorate learning and teaching are offered by the president of Pomona College. The importance of stimulating college students and sharing the faculty member's intellectual interests is addressed. It is suggested that learning thrives in an atmosphere of "intellectual collegiality." Based on the view that good scholars make the best teachers, it is suggested that individuals are often attracted into the professoriate by the excitement of learning on the frontiers of learning. Learning needs to be revitalized in such a way that teaching is natural, vital, and honored. The nature of inquiry should be examined to determine why it has become routinized, subordinated to guild and institutional interests, embattled in the public arena, and seen by the young as inflicted upon them. It is important to question whether reward systems at both graduate and undergraduate levels send messages to students that technical skill in conducting studies is more valued than insight and wise judgment about the issues involved. The view by many young faculty that they were not taught how to teach is addressed, along with the view of many parents and alumni that more job-related instruction is needed at the undergraduate level. (SW)

ED 266 726 HE 019 096

Sjogren, Cliff
Diversity, Accessibility, and Quality. A Brief Introduction to American Education for Non-Americans. Revised Edition.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-250-4
PUB DATE- 14 Mar 86
NOTE- 54p.; For the original version of this publication, see ED 147 333.
AVAILABLE FROM- College Board Publications, Box 866, New York, NY 10101 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accreditation (Institutions); *College Admission; *Degrees (Academic); Educational Quality; Elementary Secondary Education; Equivalency Tests; *Governance; Grades (Scholastic); *Higher Education; International Educational Exchange; *School Organization; Standardized Tests; Student Evaluation
IDENTIFIERS- *United States

Aspects of American education that have particular importance to student exchange programs are discussed in order to assist non-Americans. In addition to philosophical assumptions underlying American education, attention is directed to organization and control, different kinds of institutions and programs, methods of measuring student performance, and quality control mechanisms. Specific topics include: college administration and external and internal controls of higher education institutions, admissions, accreditation, external standardized examinations, credit by examination, classroom examinations, grading, student retention, and costs and financial aid. The following types of schools are covered: elementary and high schools, two-year colleges, four-year liberal arts colleges, other four-year colleges, universities, and other institutions. Programs at the following levels are considered: high school diploma, associate degree, bachelor's degree, master's degree, doctor of philosophy degree, professional degrees, special degrees related to the medical field, non-degree-seeking students, and adult and continuing education. Included are a secondary school record transcript, a glossary, and a diagram illustrating the structure of United States education. (SW)

academic facilities, graduate education, and the Urban Grant University Act. A report on a 1982-1983 undergraduate student financial aid survey in Michigan is included. Another report on Michigan's educational system, "Putting Our Minds Together: New Directions for Michigan Higher Education" is also included. (SW)

ED 266 740 HE 019 110

Fiscal Indicators for Postsecondary Education in New York State, 1979-80 through 1983-84.

New York State Education Dept., Albany.

PUB DATE- Jan 86

NOTE- 84p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Comparative Analysis; Educational Finance; *Expenditure per Student; Expenditures; Financial Support; Higher Education; *Noninstructional Student Costs; *Postsecondary Education; Private Colleges; Proprietary Schools; *State Aid; State Surveys; State Universities; Statistical Data; *Tuition; Two Year Colleges

IDENTIFIERS- *Financial Indicators; *New York

Financial statistics on postsecondary education finance in New York State, including trends in both state support and sector revenues and expenditures, are assessed. Standardized fiscal information for 1979-1980 through 1983-1984 is provided for the four sectors: the State University of New York (SUNY), City University of New York, the private sector, and the proprietary sector. The materials are designed to provide policymakers with a common base for discussion of financial practice and policies affecting higher education in the state. State support for higher education is indicated for the 5-year period, both in total dollars, and as a proportion of total state revenues. Included are statistics on institutional unrestricted revenue by source; per student cost and revenue indicators by sector; and per student revenue indicators by types of institution within the SUNY and independent sectors. Data items include the cost of instruction and noninstructional costs (e.g., student services, libraries, administration, and facility operation); and tuition and fees. The percent change in funding over the period is shown, along with corresponding changes in the Higher Education Price Index. The fiscal diversity of the subgroups of institutions within the two sectors is highlighted in the

Chang and Cheryl Wilkes. The title and participants of the panel presentation are: "Mechanisms That Work: State and Institutional Models for Student Loan Counseling" (Donald McM. Routh, Paul G. Barberini, Roberta S. Popik, and Sylvia Simmons). (SW)

ED 266 754 HE 019 138

Heaman, Robert J.
A Matter of Trust: The Turnabout at Wilkes College.
PUB DATE- Aug 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Core Curriculum; *Curriculum Development; *Declining Enrollment; Departments; Educational Change; Faculty College Relationship; Faculty Development; *Faculty Evaluation; Higher Education; *Nontenured Faculty; Participative Decision Making; Problem Solving; Small Colleges; Teacher Administrator Relationship; *Tenured Faculty
IDENTIFIERS- *Institutional Mission; Post Tenure Review; Program Discontinuance; *Wilkes College PA

Difficulties experienced by Wilkes College (Wilkes-Barre, Pennsylvania) as a result of declining enrollments and shifts in student majors, and the resolution of differences between the administration and the faculty, are described in an essay. Related revision of institutional mission and peer-evaluation procedures are also discussed in an article from "The Chronicle of Higher Education." Changes in both enrollments and students' fields of study created an imbalance in the tenure profile. An impasse developed about a proposed new policy: reducing the size of a given department without discontinuing the department and without the college declaring financial exigency. Before this policy was instituted, the administration proposed to the faculty the idea of periodic review of all tenured and nontenured faculty that would enable faculty to evaluate their own careers and to determine where they wanted to be in 5 years, as well as the support they would need. Since students may change careers several times in their lives, the need for curriculum reform was also recognized. Faculty development was seen as important to redefining the mission and revitalizing the curriculum. A grant to the college made possible a faculty retreat to plan revision of the core curriculum, review of cognitive processing and to enhance retention than low level questions, and should be included appropriately in the design of computer-based instructional systems. A four-page list of references is provided. (Author/JB)

ED 266 767 IR 011 983

Microcomputer Utilization for Library/Media Center Instruction, K-12.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 85
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Computer Assisted Instruction; *Computer Literacy; Computer Software; Copyrights; Elementary Secondary Education; *Learning Activities; Learning Modules; Learning Resources Centers; *Library Instruction; Media Specialists; *Microcomputers; Online Searching; Resource Materials; Skill Development
IDENTIFIERS- *Course Integrated Library Instruction

Designed to assist media specialists in planning computer-related library instruction for students, this guide emphasizes the use of the computer as a teaching tool and contains activities which teach students how to use the computer to store, access, and manipulate data. A scope and sequence chart indicates the skills required to meet 10 information retrieval and media production objectives and the appropriate grade levels for addressing these skills, which include the use of computer hardware and software. The 11 activities that are presented range from a social studies packet for the third grade which involves use of print reference materials to locate information about Ghana and word processing to write and edit a report, to research methods and tools--including online computer searching--to access information for a research paper in psychology for students in grades 10-12. For each activity, information is given for curriculum correlation, grade level(s), type of activity objectives, materials/equipment needed, steps for implementation, and management strategies. Guidelines on software copyright are presented for students and school personnel as well as a sample software policy statement and administrative copyright regulations for the Montgomery County Public Schools (MCPS). A glossary of computer terms and a list of MCPS resources complete

ED 266 781 IR 051 434

Dosa, Marta
Information Resource Management for Industrial Information Officers.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Developing Nations; *Educational Planning; Higher Education; Information Needs; *Information Science; *Information Scientists; Library Education; Position Papers; *Professional Education; Scientific and Technical Information; Technology Transfer
IDENTIFIERS- *Industrial Development; Information Infrastructure; Information Management; *Information Resources Management

This paper argues that the function of educational programs is to convey a sense of reality and an understanding of the open-endedness of information needs and situations; only such a reality orientation can instill the necessary flexibility in information professionals for effectively managing change. There is a growing consensus among policymakers that knowledge, especially data and information in the scientific and high-technology domains, is an indispensable national resource for industrial planning and productivity. Such knowledge needs to be managed effectively like any other resource, and industrial information officers must deal with the ambiguities of information politics, and gradually convince policymakers and top-level managers of the national significance of the information infrastructure. Information Resource Management (IRM) is seen less as a specific professional role than as a new professional approach to rendering all information activities and products more central to national development. The paper includes discussions of the following topics: compelling trends; the impact of information technology; information resources management; information support for innovation; information policies; the use of research in industrial organizations; realities of the workplace; internal policies for information management; user needs and services; planning and assessment; information resources; systems and technology; professional responsibilities; skills and insights; and the IRM curriculum at Syracuse University. (THC)

de Usabel, Frances; Johnson, Debra Wilcox
Library Services to Special Needs Populations in Wisconsin, 1975-1984. Bulletin 6263.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.
PUB DATE- Jan 86
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Disadvantaged; Ethnic Groups; Federal Aid; *Individual Needs; *Library Services; Library Statistics; Older Adults; *Outreach Programs; Program Descriptions; *Public Libraries; Rural Population; Statewide Planning; Tables (Data)
IDENTIFIERS- *Library Services and Construction Act; Special Needs Groups; Wisconsin

The final product of the Wisconsin Special Users Needs Assessment project initiated in the summer of 1984, this report outlines how library systems have worked with hard-to-reach and underserved populations over the past 10 years. The document is divided into three parts. Based on a review of the systems' annual plans and evaluations for the past decade, the first section is a narrative profile of each library system's program for its users with special needs and includes a chart of system expenditures and LSCA (Library Services and Construction Act) grants administered by the system. The second part is a list of all the LSCA grants awarded in Wisconsin to special needs populations divided by system and including grants implemented by member libraries as well as system-level grants. The final part provides an overview of LSCA activity in Wisconsin during the past decade and a list of the LSCA grants awarded during the time period. The section includes tables and charts and is arranged by target group including the elderly, rural, Native American, visually impaired, disadvantaged, incarcerated, educationally disadvantaged/functionally illiterate, economically disadvantaged/unemployed, hearing impaired/deaf, Spanish speaking, and handicapped individuals. (THC)

ED 266 796 IR 051 451

Management of Federal Information Resources. Circular No. A-130.
Office of Management and Budget, Washington, D.C.
PUB DATE- 12 Dec 85

and ethnic distribution of RCC transfers. Selected findings include the following: (1) more RCC students transferred to CSU than UC; (2) over 90% of the RCC students entered CSU as regular admits, earning GPA's of 2.73, 2.71, and 2.71 for 1981, 1982, and 1983, respectively; (3) there was a steady increase in the number of RCC students transferring to the UC system from 1963 to 1975, followed by a sharp, steady decline until fall 1982; and (4) between 1978 and 1983, RCC had a much higher percentage of its transfers admitted by special action to the UC system than did all of California's community colleges (24% versus 14%). (EJV)

ED 266 809 JC 860 056

CLAST: College Level Academic Skills Test. Test Administration Plan, 1985-86.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 27 Aug 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Achievement Tests; Postsecondary Education; Scores; *Standardized Tests; State Programs; *Statewide Planning; *Testing Programs; Test Manuals; Undergraduate Study
IDENTIFIERS- *College Level Academic Skills Test; *Florida

This test administration plan sets forth the terms and conditions which govern the administration of the College Level Academic Skills Test (CLAST), an instrument designed to measure the achievement of the communication and computation skills expected of all students by the time they complete their sophomore year. CLAST scores are required of all Florida college students seeking an associate in arts degree or seeking upper-division status at a state university in Florida. After a review of changes and additions to the test administration plan, information is provided on the purpose, status, and effective date of the plan. The next sections present a description of the test, the testing schedule, and a statement explaining the responsibilities of various agencies and institutions for the administration of the CLAST. Next, information is offered on individuals' eligibility to take CLAST, the registration of examinees, and requests to take CLAST in an institution other than the one in which the student is enrolled or to which they are seeking admission. Guidelines are presented next for ordering test materials, administering the test, providing institutions; (8) contracts associated with the AFT were strongest with respect to safeguarding faculty rights; (9) regions with healthy economies, fewer urban centers, and an absence of traditional ethnic bonds were less likely to favor organized group action; (10) NEA and American Association of University Professors contracts reflected the highest management rights mean scores; and (11) the identity and stability of the exclusive representative was a crucial and significant variable in assessing bargaining outcomes. (LAL)

ED 266 822 JC 860 109

Fonte, Richard
Formula Funding in Illinois.
PUB DATE- 7 Nov 85
NOTE- 20p.; Paper presented at a meeting of the Illinois Association of Community College Business Administrators (Champaign, IL, November 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Equity (Finance); *Educational Finance; *Financial Policy; *Financial Support; *Resource Allocation; *State Aid; Two Year Colleges
IDENTIFIERS- *Formula Budgeting; *Illinois

Formula funding in Illinois reflects decisions on value choices which can be grouped in the categories of enrollment linkage, mission and diversity recognition, equity and fair share, and quality and program improvement. The enrollment linkage of the Illinois formula ties credit hour grants and categorical programs directly to full-time equivalent (FTE) enrollment, though it is "buffered" by a 2-year lag. On the local level, however, severe fluctuation patterns in enrollment have had substantial impact. The Illinois approach to the area of mission recognition and diversity has been the use of a system of seven different rates for funding categories and through supplemental, reinforcing, categorical programs. Illinois has addressed fair share and equity by establishing the "residual principle" in which the fair share of state funding is defined as 100% of the difference in cost between the statewide average cost and a standard local contribution from both tuition and local taxes. Illinois uses both categories and the credit hour grants to address program improvement and quality.

ED 266 835 JC 860 127

Voorhees, Richard A.; Hart, Sharon
An Analysis of the Educational Preferences among Adult Residents of Arapahoe Community College's Service Area.
Arapahoe Community Coll., Littleton, CO. Office of Marketing, Planning, and Research.
SPONS. AGENCY- Honeywell, Inc., Minneapolis, Minn.
PUB DATE- 15 Nov 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; Educational Demand; *Educational Needs; Needs Assessment; Public Opinion; Questionnaires; School Community Relationship
IDENTIFIERS- Colorado (Littleton)

In May 1985, a study was conducted by Arapahoe Community College (ACC) to determine the preferences of service area adults for educational opportunities. Questionnaires were mailed to 2,000 randomly selected households and distributed by local libraries, recreation centers, and other nonprofit organizations, soliciting information on interest in enrolling in college-level classes, type of instruction preferred, instructional areas of interest, need for support services, scheduling preferences, knowledge of ACC, and personal characteristics. Study findings, based on a 13% response rate, included the following: (1) 75% of the respondents indicated that they had enrolled or would be interested in enrolling in college-level classes at ACC; (2) business, management, computer science, accounting, and word processing were the top five classes chosen by interested respondents; (3) older respondents tended to be more interested in traditional liberal arts classes than younger ones; (4) career counseling was rated as the most important college service; (5) most adults identified early evening as the ideal time to attend class; (6) 32% indicated they would travel 1 to 5 miles to attend class, and 45% said they would travel up to 10 miles; (7) 53% were interested in noncredit classes offered by the college; and (8) 68% indicated that they or members of their families had visited the ACC campus. The survey instruments are included. (LAL)

PUB DATE- 85
NOTE- 104p.; Ph.D. thesis, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Campuses; *Day Care Centers; Early Childhood Education; Parent Attitudes; Postsecondary Education; *State Colleges; *State Programs; State Surveys; *State Universities; *Student Needs
IDENTIFIERS- *Wisconsin

The availability of campus child care, day care needs, and parents' preferences for day care were examined at the 42 public supported postsecondary institutions or districts in Wisconsin: the vocational-technical districts, the 4-year universities, and the 2-year university center system campuses. The districts in Wisconsin were surveyed to discover the availability and operation of campus child care. In addition, 206 parents who used campus child care responded to a questionnaire about their child care needs and preferences. Findings revealed a significant difference in child care center sponsorship among the three educational systems. Both the Vocational, Adult, and Technical Educational System and the 4-year University of Wisconsin had a majority of campus child care centers, whereas the 2-year University of Wisconsin Center System had only two campus child care centers. No significant differences among the three educational systems were found in the following six areas: (1) the percentage of students using the campus child care centers relative to the total student body; (2) reasons parents give for using centers; (3) parental need for campus child care in the absence of a campus center; (4) convenience; (5) costs; and (6) quality of staff in the campus centers in comparison with other local child care programs. Three pages of references are included and questionnaires used in the study are appended, as well as lists of the institutions under study. (RH)

ED 266 850 PS 015 644

Flint, Betty
Virginia's Children: A Statistical Summary.
Virginia State Div. for Children, Richmond.
PUB DATE- 85
NOTE- 81p.; Filmed from best available copy.
LANGUAGE- English

ED 266 864 PS 015 660

Schlesinger, Benjamin; Schlesinger, Rachel Aber
Postponed Parenthood: A Canadian Study.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Parenting Symposium (1st, Chicago, IL, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Biological Influences; *Child Rearing; Emotional Adjustment; *Family Life; *Family Planning; Family Relationship; Foreign Countries; *Individual Development; Marital Satisfaction; *Pregnancy; Sex Differences
IDENTIFIERS- *Canada; *Delayed Parenthood

This paper reviews the results of a study of 46 Canadian couples who had delayed childbearing and experienced their first parenthood when the wife was 30 years or older. Both husbands and wives were interviewed using a questionnaire containing closed and open-ended questions. Summaries of the parents' observations are discussed in the following areas: planning children; factors influencing timing of the pregnancy; reading child rearing books; outside pressures to be parents; sex of the child; employment and pregnancy; breastfeeding; employer relations; prenatal classes; help at home after birth of child; emotional adjustment after birth of child; relationship to parents after birth of child; relationship to in-laws after birth of child; housekeeping standards after birth of child; present child care arrangements; future plans for more children; post-natal classes; future plans for child; impact on social life of parents; and impact on marital relationship. In the conclusion to the interview findings, advice and comments are offered to prospective "postponed parents" from the couples involved in the study. (DST)

ED 266 865 PS 015 661

Gravett, Marty; And Others
State Plan for Child Day Care Virginia .
Virginia State Dept. for Children, Richmond.; Virginia State Dept. of Social Services, Richmond.
PUB DATE- Jan 86

Schickedanz, Judith A.
More than ABCs: The Early Stages of Reading and Writing.
National Association for the Education of Young Children, Washington, D.C.
REPORT NO.- ISBN-0-912674-95-4
PUB DATE- 86
NOTE- 147p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC #204, $6.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beginning Reading; Bibliographies; *Child Development; *Early Childhood Education; *Early Experience; Learning Activities; Learning Strategies; Parent Influence; *Prereading Experience; Reading Readiness; Teacher Influence; *Writing Readiness; *Young Children

Based on the premise that reading and writing, like other aspects of development, have histories that reach back into infancy, this book for teachers and parents introduces a comprehensive understanding of literacy development for infants through preschool age children. A practical approach, it emphasizes age-appropriate methods, books, and materials for encouraging beginning reading and writing. Chapter 1 covers young children's written language, particularly the connection between oral and written language and the recognition of literacy behavior in its early nonconventional stages. Chapter 2, entitled "Begin with Books," concentrates on babies' and toddlers' interactions with books at various stages of their development. Chapter 3, "Preschoolers and Storybooks," discusses the story-reading behavior typical of the preschool period, those story-reading experiences considered to contribute to literacy development, and ways to facilitate this development. Chapter 4, "Young Children and Writing," examines young children's understandings of writing development and ways to support beginning efforts. Chapter 5, "Organizing the Environment to Support Literacy Development," identifies literacy materials and play activities that can be developed in the classroom. Appendix 1 offers advice to parents, and Appendix 2 contains a pre-first grade reading program. Extensive bibliographies for age-appropriate children's books are listed throughout the book. (DST)

abuse prevention among Native people by presenting a code of ethics, ideals, and traditional values of Native culture. Unit 1 outlines steps for conducting community-based research focused on the effects of alcohol and drugs and intended to create in the learners a need for the values presented in the curriculum. Unit 2 discusses emotions that students may experience during the course and suggests ways for the teacher to encourage creative expression. Units 3 and 5 provide questions to guide the students' viewing of "Where We've Been and Where We're Going," a videctape from the perspective of Native people who have overcome drug and alcohol abuse. Unit 4 defines 12 key concepts from the videotape (volition, potential, growth and change, etc.) and lists related learning activities. Unit 6 suggests ways to present the legend of the "Sacred Tree" and help students understand its symbolic teachings. Activities include writing autobiographies, creating personal shields, and planning a ceremonial event to recognize the strengths of each student. (JHZ)

ED 266 892 RC 015 596

Walking with Grandfather and Great Wolf and Little Mouse Sister. Teacher's Guide.

Kipohtakaw Education Centre, Morinville (Alberta).; Lethbridge Univ. (Alberta).

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- 84

NOTE- 44p.

AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 (guide only--$7.25; curriculum package containing guide and two videotapes--$60.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Affective Behavior; *American Indian Education; American Indian Literature; American Indians; *Canada Natives; Creative Activities; *Cultural Context; Dramatics; Elementary Education; Ethical Instruction; Foreign Countries; Integrated Activities; Language Arts; *Learning Activities; *Legends; Mathematics; Moral Development; Music Activities; Playground Activities; Resource Units; Science Activities; Scripts; Self Actualization; *Values

Subcommittee on Agriculture and Transportation of the Joint Economic Committee. Congress of the United States, Ninety-Ninth Congress, First Session (May 22, June 13, June 19, July 1, 1985). Part 2.

Joint Economic Committee, Washington, D.C.

REPORT NO.- Senate-Hrg-99-280-Pt-2

PUB DATE- 85

NOTE- 395p.; For part 1, see RC 015 627. Some sections may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Change Strategies; *Community Resources; Economic Development; Elementary Secondary Education; *Financial Problems; Health Services; Hearings; Labor Force; Rural Areas; *Rural Development; *Rural Education; Small Businesses

IDENTIFIERS- Congress 99th; *South Dakota; *United States

Part 2 of this congressional hearing contains the testimony and prepared statements of 31 witnesses on the topics of rural community resources, the rural labor force, rural finance, and rural education to assist the Subcommittee on Agriculture and Transportation in identifying the problems and potential of America's rural economy. With emphasis on rural health care delivery, the social service structures of small towns are described by nine witnesses. Among the topics considered by representatives of the Bureau of Labor Statistics, Department of Agriculture's Economic Research Service and Statistical Reporting Service, Cornell University, and University of Wisconsin are a profile of the rural labor force, rural unemployment data collection/reporting, underemployment, unique employment problems of the self-employed, sole proprietorships and family small businesses, and rural cost of living and inflation statistics. Witnesses representing the Federal Reserve System, Farm Credit Administration, American Bankers Association, Federal Deposit Insurance Corporation, a Nebraska bank, and the University of Wisconsin Department of Agricultural Economics present rural finance issues. Witnesses representing South Dakota school administrators, teachers, school boards, and parents discuss problems facing rural education including lack of adequate funding, declining student population, small tax bases, low teacher salaries, continuation of school lunch programs, and provision of special education services. (NEC)

of Alabama's College of Community Medicine. BioPrep's purpose has been to develop academic and social skills in rural high school students so that they will be motivated and able to seek admission to and progress successfully through college toward a health sciences career and then return to rural Alabama to practice. The BioPrep program is described and student-obtained research data are presented in nine tables. (LFL)

ED 266 918 RC 015 642

Gilliland, M. Janice; And Others
Teaching Social Science Research: An Applied Approach Using Community Resources.
Alabama Univ., University. Coll. of Community Health Sciences.; West Alabama Planning and Development Council, Tuscaloosa.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; William Randolph Hearst Foundation, Los Angeles, Calif.
PUB DATE- Mar 85
NOTE- 33p.; For related documents, see RC 015 640-641. Paper presented at the Southeast Regional Association of the American Educational Research Association (Tallahassee, FL, March 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acceleration (Education); Community Surveys; Experiential Learning; *Field Experience Programs; Grade 10; High School Students; Instructional Innovation; *Interdisciplinary Approach; Questionnaires; Rural Areas; *Rural Education; Secondary Education; *Social Science Research; Student Experience; *Student Research; *Teaching Methods
IDENTIFIERS- Alabama (Greene County); Alabama (Hale County); Alabama (Tuscaloosa County); *Biomedical Sciences Preparatory Program AL

A four-week summer project for 100 rural tenth graders in the University of Alabama's Biomedical Sciences Preparation Program (BioPrep) enabled students to acquire and apply social sciences research skills. The students investigated drinking water quality in three rural Alabama counties by interviewing local officials, health workers, and citizens. They attended classes on water issues and research skills and used campus research resources. Students presented their research results and ideas about problems and

Information Network for Education conclude the document. (ML)

ED 266 931 SE 046 428

Blosser, Patricia E.
Improving Science Education. Information Bulletin. No. 3, 1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 9p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Curriculum Development; *Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; Higher Education; Meta Analysis; Science Curriculum; *Science Education; *Science Instruction; Technology
IDENTIFIERS- *Canada; Excellence in Education; Science and Society; *Science Education Research

The two science education digests for 1985 contained reports of research related to science curriculum and instruction. This information bulletin has been designed to continue making suggestions for improving education, more specifically education in science classrooms. It focuses on: (1) findings from science education studies (including "Project Synthesis"); (2) findings from reports dealing with excellence in education (such as "A Nation at Risk: The Imperative for Educational Reform"); (3) findings from science education research studies; (4) why there is an impetus for change in science education; (5) information from Canadian science educators, considering steps involved in "deliberative inquiry," seven curricular emphases in science, and issues related to incorporating a science and technology focus into science curricula; and (6) who decides curriculum questions. One generalization offered is that persons interested in improving science education have some positive findings from the meta-analysis research data upon which to build in terms of

Kulm, Gerald
Learning to Add and Subtract: Strategies and Activities. Learning Activities and Implications from Recent Cognitive Research.
National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 18p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Addition; Elementary Education; *Elementary School Mathematics; *Learning Activities; Learning Strategies; Mathematics Education; *Mathematics Instruction; *Subtraction; *Teaching Methods
IDENTIFIERS- *Cognitive Research; Mathematics Education Research

Recent research has provided a reasonably coherent picture of how children learn to add and subtract. There is clear evidence that children do not learn simply by mastering a procedure and storing in memory. Instead, learning is structured in meaningful ways, connected to previous knowledge, and adapted to new contexts. This view of learning has important implications for the way arithmetic should be taught in the first or second year of school. This paper discusses: (1) the "part whole" concept (which refers to the idea that a number can be interpreted as a whole and two parts; (2) strategies children invent to add and subtract; (3) addition strategies (direct modeling, counting strategies, and number fact strategies); (4) activities to develop direct modeling, counting, and number fact addition strategies; (5) subtraction strategies (direct modeling strategies, counting strategies, and derived number facts); (6) activities to develop modeling, counting, and number fact subtraction strategies; (7) incorrect inventions and errors; and (8) drill and practice. (JN)

ED 266 946 SE 046 458

Baird, William E.; Koballa, Thomas R., Jr.
Changes in Preservice Elementary Teachers' Hypothesizing Skills and Selected Attitudes Following Group and Individual Study with Computer-Presented Text or Computer Simulation.
PUB DATE- 86

cooperative, competitive, and individualistic goal structures have been collected at the Cooperative Learning Center at the University of Minnesota. From these studies it has been concluded that having students work together is much more powerful than having students work alone, competitively, or individually. Some of the findings from these studies are presented and discussed. For example, students are motivated to learn material when they work together and also develop more positive attitudes while working together. These and other findings suggest that science teachers should structure much of their science class in small, heterogeneous, cooperative groups. (JN)

ED 266 961 SE 046 473

Padilla, Michael J.
The Science Process Skills. Research Matters...To the Science Teacher.
National Association for Research in Science Teaching.
PUB DATE- 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Elementary School Science; Elementary Secondary Education; *Process Education; Science Education; *Science Instruction; Secondary School Science; *Skill Development
IDENTIFIERS- *Process Skills; *Science Education Research

This information sheet: (1) lists and describes basic science process skills (observing, inferring, measuring, communicating, classifying, and predicting); (2) lists and describes integrated science process skills (controlling variables, defining operationally, formulating hypotheses, interpreting data, experimenting, and formulating models); and (3) provides findings from selected research studies dealing with the learning of these skills. In general, the research literature indicates that when science process skills are a specific planned outcome of a science program, those skills can be learned by students. Therefore, it is suggested that teachers need to select curricula which emphasize science process skills and to capitalize on opportunities to practice those skills in the activities normally done in the classroom. (JN)

Laden, Ben E.
The Global Economy--Policy Issues and Prospects.
PUB DATE- Aug 85
NOTE- 7p.; Paper presented at the Annual Meetings of the World Future Society (Washington, DC, August 8-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; *Developed Nations; *Developing Nations; Economic Factors; Financial Problems; Global Approach; Inflation (Economics); *International Cooperation; *International Trade; *Monetary Systems; World Affairs
IDENTIFIERS- *Interdependence

Economic policies of the industrial nations are on a dangerous course, constituting a threat to worldwide growth and to financial and economic stability. The results of inappropriate policies throughout the industrial countries are (1) financial strains which endanger global economic stability, (2) extraordinary imbalances of trade, and (3) persistent budget imbalances. Two major effects of imbalances in currencies are the loss of U.S. jobs at an accelerating rate due to declines in the U.S. manufacturing sector and inflation. Although the rise in the dollar has helped reduce inflation in the United States, the current vulnerability of the dollar to a major correction creates serious concern about the course of inflation during the next few years. A final implication of misaligned exchange values involves interest rates. Even though the inflow of foreign capital has reduced interest rates in the United States, when foreign capital flows out in response to concern about weakening of the dollar, volatile increases in interest could result. Much greater coordination of economic policies is required on a worldwide basis. Economic stability cannot be achieved individually; only with a set of policies which are consistent around the world can financial and economic conditions be stabilized. (LH)

ED 266 976 SO 016 874

Mutual Co-operation for Schools Development: Some Experiences from Asia and the Pacific. Report of a Study Group (Bangkok, Thailand, November 6-17, 1984).
United Nations Educational, Scientific, and Cultural Organization,

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Business; Cost Effectiveness; Economics; *Entrepreneurship; Guidelines; *Prediction; Predictive Measurement; Risk; *Small Businesses

Intended to provide insight into the dynamics of demand analysis, this paper presents an eight-step method for forecasting sales. Focusing on sales levels that must be achieved to enjoy targeted profits in favor of the usual approach of emphasizing how much will be sold within a given period, a sample situation is provided to illustrate this approach. In this situation, the eight-step method helps a married individual with a working spouse, dependent children, and a $25,000 per year job determine how many sales dollars a new retail operation must provide during its first year to make quitting his/her present job a reasonable risk. A format for computing a projected statement of net income (or loss) is provided to help determine survival sales levels the first year. Next, the eight-step solution to survival sales suggests that forecasters (1) survey the competition, (2) research potential suppliers, (3) compute the gross profit, (4) estimate the firm's annual operating (or ongoing) expenses, (5) compute the estimated gross profit, (6) forecast the survival sales level, (7) derive the cost of goods sold, and (8) complete a formula (provided) in which operating expenses and net income (expressed in percentage of sales) are figured by dividing operating expenses (in dollars) by sales dollars and then subtracting that percentage figure from gross profit percentage. Three tables are provided for computation. (LH)

ED 266 991 SO 016 960

Hannay, Lynne M.
Cultural Reproduction Via the Hidden Curriculum. Working Draft.
PUB DATE- Mar 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

ED 267 004 SO 016 983

Peters, Richard
Cooperation. Our Common Home: Earth. A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/Social Environments.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Aug 85
NOTE- 29p.; For related documents, see SO 016 984-986 and ED 258 993.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Cooperation; Curriculum Development; *Global Approach; *Interdisciplinary Approach; Intergroup Relations; Intermediate Grades; *International Cooperation; Interpersonal Relationship; Learning Activities; Regional Cooperation; Secondary Education; Skill Development; Social Studies; Units of Study

One of a series of global education instructional materials, this unit on cooperation was designed to be infused with existing social studies courses aimed at students in grades 5-12. Concept-based and skills-oriented, this curriculum provides opportunities for students to develop an understanding of primary and secondary human goals; local, community, national, and international life space; human relationships among individuals, groups, and nations; and contemporary global issues/problems which require international cooperation for goals achievement. Following an introduction, the importance of combining geography education, ecological studies, and a sociological perspective in enhancing a student's global awareness is emphasized. A series of charts showing the concept to be taught, the topic, essential student outcomes, performance indicators, and content are included. These are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

ED 267 005 SO 016 984

The purpose of this study was to investigate the current status of sport sociology within American and Canadian Colleges and Universities. The study investigated: (1) the number of graduate and undergraduate courses offered in sport sociology; (2) current research area(s) of interest within sport sociology; (3) current text used as reference and topics discussed within the sport sociology course(s); and (4) career placement of sport sociology students. One hundred members (1981-82) of the North American Society for the Sociology of Sport were randomly selected to participate in this study. A total response of 54 surveys were returned--47 from the United States and 7 from Canada. The results indicated that American and Canadian colleges and universities are continuing to offer required or elective undergraduate and graduate courses in sport sociology. These courses have been offered for almost seven years. Consistent topics covered within the sport sociology courses were: sport socialization, race and sport, and politics and sport. Current research is being conducted in the areas of socialization, women and sexism, and small groups. (Author)

ED 267 021 SP 027 164

Foldesy, George
A Paradigm for Teacher Involvement in the Development of Educational Specifications.
PUB DATE- Oct 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (3rd, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Architectural Drafting; *Building Plans; *Educational Facilities; *Planning; *Teacher Participation

In order to accommodate both the formal and informal curriculum and to best satisfy the philosophy of a school district, the development of educational specifications is prerequisite to the process of designing a school facility. Educational specifications consist of a series of interrelated statements that describe the physical requirements of the program which are later translated into the physical plant. Included within these specifications are clear and precise descriptions of learning activities to be housed in the school, their spacial requirements, special features of the

Evaluation of Teacher Performance; *Student Teacher Attitudes; *Student Teacher Supervisors; *Supervisory Methods; Teacher Student Relationship; Teacher Supervision

A study sought to determine the supervisory practices of college of education faculty who supervise student teachers at the University of Nevada-Reno. The survey viewed student teacher supervision from three perspectives: (1) policies and procedures followed by colleges in the evaluation of college supervisors by student teachers; (2) the range of supervisory behaviors employed by student teacher supervisors; and (3) the level of student satisfaction with the supervisory experience. Responses indicated that positive student ratings of the college supervisor rested upon approximately six items: (1) supervisor's interest in the student's professional improvement and growth; (2) supervisor's ablity to clarify the student's concerns; (3) sufficient length of observation; (4) ability to diagnose learning problems; (5) frequency of feedback; and (6) conducting regular seminars. The survey instrument is appended. (CB)

ED 267 038 SP 027 287

Soares, Louise M.
A New Model in Teacher Training.
PUB DATE- Feb 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 24-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Field Experience Programs; Higher Education; *Preservice Teacher Education; *Substitute Teachers; *Teacher Education; Teacher Interns
IDENTIFIERS- University of Bridgeport CT

The project described brings together three different problems in education. First, there is the frequently cited need for better-trained teachers. The second problem is the school district's constant requirement for competent substitute teachers. The third problem is the need for closer ties between the school district and a local university. The program at the University of Bridgeport helps to alleviate all three concerns, as evidence from five years of experience attests to its effectiveness. In a cooperative arrangement between the university and several school

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Influences; *Diglossia; Foreign Countries; *French; *Language Styles; *Language Usage; *Malagasy; Migration; Official Languages; Political Influences; *Regional Dialects; Sociolinguistics
IDENTIFIERS- Madagascar

The languages used in Madagascar are examined from the following perspectives: the linguistic varieties and functions socially recognized at the community level; the oppositions and complementarities that have become established between languages in contact; and the speakers' attitudes toward those varieties. The report focuses on the following topics: (1) the country, the people, and the languages in contact (regional varieties, the normalized Malagasy, and French); (2) the linguistic issues and political influences; (3) the types and functions of the languages in contact; (4) the conditions of usage of the official Malagasy, dialects, and French, including passive and active situations in which the languages are used in written and spoken forms; and (5) the attitudinal factors in the usage of each language. It is concluded that Madagascar has functionally differentiated language varieties and that, when the speaker has a choice of language to use, the choice is made according to function. The Malagasy diglossic situation is not one of strict complementarity, primarily because of the political and sociohistorical situation. (MSE)

ED 266 657 FL 015 501

Moerk, Ernest L.
The Study of Language from a Skill-Learning Perspective.
PUB DATE- Aug 85
NOTE- 24p.; Draft of a paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; Comparative Analysis; *Language Acquisition; Language Processing; *Language Skills; *Learning Theories; *Native Language Instruction; *Skill Development

In the controversy over the conceptualization of language and verbal behavior there is an underlying unity of goals and concepts, characterized in the teaching and learning of the first language as

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Business Communication; *Communicative Competence (Languages); Curriculum Design; Educational Strategies; *English for Special Purposes; Foreign Countries; Higher Education; Institutional Cooperation; Instructional Materials; Lawyers; Material Development; Public Administration; Second Language Instruction; *Speech Skills
IDENTIFIERS- British Council; University of Malaya (Malaysia)

The University of Malaya Spoken English Project (UMSEP), a cooperative effort undertaken by the University of Malaya and the British Council, is described. The purpose of the project is to design and develop oral English courses for final-year university students and recent graduates needing English skills for careers in business, public administration, and law. The discussion is in four parts. The first part provides background information, describing the preliminary research into such areas as learner characteristics, target skills, and collection and analysis of data. The second part discusses the principles underlying the design of the three courses developed: preparatory oral skills for management (POSM), oral skills for management, and oral skills for law. The third part focuses on the first of the three courses (POSM), illustrating how those principles were incorporated into its design and detailing the structure of materials whose units are designed to fit into the 3-part approach to language instruction. This consists of three activities: Deep End, in which students are thrown back on their own language resources to complete a task; Support, which builds upon and extends the student's resources; and Performance, in which students use what they have learned in the whole Unit to perform new tasks. The fourth part of the paper discusses the implications for methodology, the roles of both student and teacher, and the consequences for student evaluation. Examples of materials and exercises are appended. (MSE)

ED 266 672   FL 015 518

Nababan, P. W. J.
The Communicative Approach: Questions Arising from Materials Writing in a TEFL Situation.
PUB DATE- 85
NOTE- 14p.; In: Communicative Language Teaching. Selected Papers from

two types of curriculum representing different ability levels were combined as a first step towards a more heterogeneous grouping of student abilities. A study of one aspect of the results of this change compared over 1000 samples of English and German second language listening comprehension tests administered before and after the change. Statistical analysis of test results from students representing two different ability levels in different years indicate that the curriculum change may have had a negative effect at both levels of achievement. The results indicate that mixing ability levels has a negative effect on the final ability attained. The findings are supported by results on tests of other foreign language skills (reading comprehension) and in another subject (chemistry). (MSE)

ED 266 687 FL 015 543

Kohonen, Viljo
Testing Communication Skills in Mixed-Ability Groups.
PUB DATE- 85
NOTE- 19p.; In: Language Testing in School. AFinLA Yearbook 1985. No. 41 (see FL 015 537). Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; *Communication Skills; Educational Objectives; Elementary Secondary Education; English (Second Language); Foreign Countries; *Heterogeneous Grouping; *Language Tests; Scoring; *Second Language Instruction; *Test Construction
IDENTIFIERS- Finland

A discussion of foreign language education, evaluation, and communication in the context of the Finnish comprehensive school focuses on communication as a "graded" property that can be achieved at various levels of accuracy. Problems in designing summative tests for mixed-ability groups and shortcomings in the existing system are discussed, and a test of English as a second language administered to 104 seventh-graders is used as an example. It is suggested that the essential criterion in scoring should be comprehension and that, if the development of communicative skills is regarded as a continuum ranging from zero communication to virtually bilingual competence, learners can and should be encouraged to work towards the quality of skills within their reach. Sample test segments and item analyses are appended. (Author/MSE)

PUB DATE- Apr 84

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Artificial Intelligence; *Clinical Diagnosis; Cognitive Ability; *Cognitive Psychology; Cognitive Structures; Comprehension; *Educational Research; Heuristics; Higher Education; Inferences; Knowledge Level; Logical Thinking; *Medical Evaluation; Medical Students; *Physicians; *Problem Solving; Psychological Studies; Theory Practice Relationship

Trends in emphases in the study of clinical reasoning are examined, with attention to three major branches of research: problem-solving, knowledge engineering, and propositional analysis. There has been a general progression from a focus on the generic form of clinical reasoning to an emphasis on medical content that supports the reasoning process. This has led to investigation of the nature of physicians' understanding of medical problems and the role of the basic biomedical sciences in clinical thinking. Studies of expert and novice diagnosis in pediatric cardiology have shown the importance of: medical knowledge in clinical thinking; and hypothesizing in case solution. Other research has assessed problem representation in a medical field and how it influences radiological diagnosis. Bill Clancey, a researcher in artificial intelligence at Stanford, has studied expert diagnostic performance rules and traced back underlying cognitive structures that give rules their conceptual meaning. Clancey used MYCIN heuristic programming in studying clinical diagnosis. Patel and colleagues at McGill University have focused directly on clinical understanding (based on theories of comprehension and the field of discourse processing) and have examined inferences by experts aimed at supporting clinical actions. Other lines of research are also noted. Four pages of references are included. (SW)

ED 266 702 HE 018 956

Gee, Elizabeth D.
Resistance to Reform in Legal Ethics Instruction.
PUB DATE- Feb 86
NOTE- 57p.

Novak, Joseph D.; Monk, David H.
The Cornell Committee on Education and the Community.
PUB DATE- 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 1,1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Advisory Committees; College Libraries; *College School Cooperation; Cooperative Programs; Credit Courses; Higher Education; *Inservice Teacher Education; Needs Assessment; Noncredit Courses; Professional Continuing Education; *Public School Teachers; Scholarship; School Districts; *Teacher Workshops
IDENTIFIERS- *Cornell University NY; *New York (Ithaca)

Cooperative efforts between Cornell University and the community to improve school education are discussed. A committee was formed with representation from the university and three area school districts. Questionnaires distributed to teachers and administrators in area schools determined that there was a need for increased inservice education, as well as support in the form of lectures, surplus equipment and supplies, and access to Cornell facilities. Almost 200 faculty responded in some way to a solicitation, and a roster of potential lecturers, resource persons, and facilities available was compiled. To meet teachers' need for greater access to the intellectual resources of the university, two new programs were instituted: a scholarship program enabling teachers to enroll in university courses at no cost, with or without credit; and a visiting fellow program, which allows teachers to pursue continued scholarship. A free workshop for math teachers consisting of six 2-hour meetings was provided by the university in spring 1985. Additional workshops and special programs for school administrators have also been offered. Continuing needs include obtaining financial support for workshop programs, scheduling professional development programs, and locating the program in the university's administrative structure. (SW)

ED 266 715 HE 019 083

Jacobs, Lucy Cheser
GPA Prediction Procedures and Normative Data for Freshmen. Indiana

ED 266 727 HE 019 097

Whitman, Neal A.; Schwenk, Thomas L.
Preceptors as Teachers: A Guide to Clinical Teaching.
Utah Univ., Salt Lake City. School of Medicine.
PUB DATE- 84
NOTE- 30p.
AVAILABLE FROM- University of Utah School of Medicine, 50 North Medical Drive, Salt Lake City, UT 84132 (Attn: Educational Development) ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Clinical Experience; *Clinical Teaching (Health Professions); Demonstrations (Educational); Feedback; Higher Education; Knowledge Level; *Medical Students; Mentors; Motivation Techniques; Observation; *Physicians; Questioning Techniques; Role Models; Student Attitudes; *Student Evaluation; *Teacher Student Relationship; Teaching Guides; *Teaching Methods

A preceptorship model of clinical teaching for medical education is presented. Based on the view that physicians use precepting skills in patient care, preceptorship is seen as an opportunity for medical students to learn to practice ambulatory medicine away from the medical center. A model called "Johari Window" is adapted to explain the preceptor's role, and specifically the kinds of information people bring to every action: knowledge, attitudes, and skills. The model clarifies the two functions of clinical teaching: assessment and instruction. Assessment involves questioning, professional intimacy, and observation, while instruction involves shared experience, role modeling, and demonstration and practice. The model also includes feedback and evaluation. Five levels of questioning can be used to assess a learner's knowledge. Assessing professional attitudes and behaviors is analogous to assessing patient health care beliefs. Ways to encourage the preceptee (and patient) include developing rapport and genuine interest, and being accessible, empathetic, and nonjudgmental. The techniques of brainstorming, questioning, challenging, and summarizing are helpful in making the student a more active learner. Additional techniques for instruction, demonstration and practice, and feedback and evaluation are suggested. (SW)

analysis. A fiscal glossary, definitions, and a list of the members of the advisory council committee are included. (SW)

ED 266 741 HE 019 111

Net Cost of Student Attendance at Postsecondary Institutions in New York State.
New York State Education Dept., Albany.
PUB DATE- Jan 86
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Commuting Students; Comparative Analysis; Family Income; *Federal Aid; Financial Needs; Grants; Higher Education; On Campus Students; Parent Financial Contribution; *Postsecondary Education; Private Colleges; *State Aid; State Colleges; *Student Costs; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- *College Costs; *New York; United States

National and New York State trends in both the cost of higher education and the various types of student aid programs are addressed. Data are provided for 1976-1977, 1981-1982, and 1983-1984. Also provided are estimates of the "net cost" of a college education after taking into account various financial resources (e.g., family contribution, student aid, and loans). The objective of the estimates is the development of more specific indicators of financial accessibility than those that are available from simple national or statewide averages. The estimates are presented for four family income categories for both residential and commuter students across both public and private colleges in New York State. Specific data include: average total student expenses; average tuition and required fees; Pell Grant and Tuition Assistance Program (TAP) awards per recipient by income, sector, and institutional type; campus-based aid by institutional type; institutionally funded aid by institutional type; average annual Guaranteed Student Loan amount for full-time undergraduate borrowers; estimated percent of financially dependent undergraduates receiving discretionary aid; and remaining need after family contribution and Pell and TAP awards, by family income. (SW) academic departments, and the process of individual faculty development and evaluation. (SW)

ED 266 755 HE 019 139

Development of a Design for Evaluation of the Podiatric Medicine Training Grant Program. Final Report and Executive Summary.

American Association of Colleges of Podiatric Medicine, Washington, D.C.; Mandex, Inc., Vienna, VA.

SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.
REPORT NO.- HRP-0906744; HRP-0906745
PUB DATE- 86
NOTE- 105p.
CONTRACT- DHHS-240-85-0009
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clinical Teaching (Health Professions); Data Collection; Evaluation Methods; *Federal Programs; *Geographic Distribution; Graduate Surveys; Higher Education; Medical School Faculty; *Medical Students; Patients; *Podiatry; *Program Evaluation; Questionnaires; Research Design

Information is presented on an evaluation design for a federal program, the Podiatric Medicine Training Grant Program. The program supports the clinical training of third- and fourth-year podiatric medical students in underserved areas. Background information is provided on: the supply and distribution of health professionals and podiatrists in particular; the nation's colleges of podiatric medicine, and podiatry training sites in three states funded by this project (Iowa, Pennsylvania, and California). For seven short-term and two long-term program objectives, information is provided on hypotheses concerning the grant program, proposed evaluation strategies, the analysis plan, available baseline data, and recommendations for future evaluation. Data were collected using mail surveys or personal interviews for several target groups: podiatry school applicants from shortage areas, patients at remote site clinics, college faculty and college/high school career advisors in areas served by remote clinics, recent graduates practicing in shortage areas, and clinical trainees and their supervisors at remote sites. Appended are the data collection instruments: survey forms for applicants, patients, faculty and the document. (JB)

ED 266 768 IR 011 984

Nevins, C. Louis; Wright, Leslie J.
Teaching over Television. A Handbook for ITFS Teachers.
California State Univ., Chico.
PUB DATE- 84
NOTE- 22p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audio Equipment; Audiovisual Aids; College Faculty; *Distance Education; *Educational Television; *Faculty Development; Guidelines; Higher Education; Inservice Teacher Education; *Production Techniques; Resource Materials; Skill Development; *Teaching Methods; Video Equipment; Visual Literacy

Designed to assist California State University at Chico (CSU) faculty to utilize educational television effectively for long-distance instruction, this handbook provides suggestions, procedures, and production techniques for successful television teaching. A brief introduction discusses the interactive nature of educational television at CSU. Guidelines are then given for on-camera techniques; proper pacing or timing; clothing and make-up; audio interaction; and teaching students you can't see. Answers are provided to some questions by instructors, and the campus services of the CSU Instructional Media Center are briefly described. Guidelines given for pacing and timing cover the presentation of ideas; the flow of words, timing, and pauses; volume and pitch of voice; emphasis; body movement; audiovisual aids; use of resource people; and production techniques. A list of references completes the document. (JB)

ED 266 769 IR 011 985

Kaplan, Robert E.; And Others

ED 266 782 IR 051 435

Ratzer, Mary V.
Information Retrieval and University Level Research.
PUB DATE- Jan 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; College School Cooperation; Higher Education; Information Retrieval; Library Facilities; *Library Instruction; *Library Materials; *Library Services; *Library Skills; Questionnaires; *Reference Materials; Reference Services; Secondary Education; Workbooks

These worksheets are designed for the high school student with basic library skills (i.e., experience with a few basic indexes and reference resources) who is now moving from the secondary school library environment into a university library environment. It is designed to provide that familiarity with the university library environment and resources, skills in the use of computer generated indexes and abstracts, understanding of the Library of Congress organization of materials and availability of reference materials, and experience with varied forms of information and their specific retrieval (from ERIC microfiche to government documents), that will make for a much smoother transition from the 30,000 volume secondary school library to the multi-million volume university collection. This unit is designed to instruct students in the skills needed to successfully use the resources of a university library. The workbook includes exercises in the following areas: general reference materials; information retrieval vocabulary; search strategy; indexes and abstracts; Library of Congress catalogs; government documents; and information on a field trip to the SUNY/Albany Library with an assignment to complete. A questionnaire was mailed to students who completed the research unit to obtain feedback on students' success in adjusting to their respective college libraries. Results of that study and a copy of the evaluation survey are included. (THC)

ED 266 783 IR 051 438

NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; *Federal Government; Federal Regulation; *Government Publications; Information Science; Information Services; *Information Sources; Information Storage; Information Systems; *Information Utilization; Methods
IDENTIFIERS- *Information Management; *Information Resources Management

Directed to the heads of executive departments and establishments, this circular establishes policy for the management of federal information resources. Procedural and analytic guidelines for implemented aspects of these policies are included as appendices. The policies apply to the information activities of all agencies of the executive branch of the Federal Government. Sections of the paper include: purpose; recissions; authorities; applicability and scope; background; definitions; basic considerations and assumptions; policies on information management, and information systems and technology management; assignments and responsibilities for all federal agencies, the Departments of State, Commerce, and Defense, the General Services Administration, the Office of Personnel Management, the National Archives and Records Administration, and the Office of Management and Budget; oversight provisions; effective date of policy; inquiries; and sunset review date. Four appendices are included: (1) Federal Agency Responsibilities for Maintaining Records about Individuals; (2) Cost Accounting, Cost Recovery, and Interagency Sharing of Information Technology Facilities; (3) Security of Federal Automated Information Systems; and (4) Analysis of Key Sections (of the circular). (THC)

ED 266 797 IR 051 452

Walne, Peter, Comp.
Modern Archives Administration and Records Management: A RAMP Reader.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/32
PUB DATE- Dec 85
NOTE- 560p.
LANGUAGE- English

special testing conditions for handicapped examinees, scoring, reporting test results, verifying score reports, and recording CLAST scores. A description of standards for passing scores and information on the use of CLAST scores are followed by information on policies regarding student appeals, test retakes, alleged irregularities, and cancellation of scores. Appendices include a glossary, laws relating to CLAST, information on the College Level Academic Skills Project, and CLAST specifications. (EJV)

ED 266 810 JC 860 083

Toce, Jane
State Technical Colleges Student Information, 1984-85.
Connecticut State Board of Trustees for State Technical Colleges, Hartford.
PUB DATE- 86
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- College Credits; College Graduates; *Enrollment; Ethnic Distribution; Females; *Full Time Students; Majors (Students); Males; State Colleges; State Surveys; Student Attrition; *Student Characteristics; Teacher Student Ratio; Technical Education; *Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Connecticut

This compilation of data on Connecticut's State Technical Colleges was prepared using the official enrollment reports submitted by the colleges during the 1984-85 academic year. Report highlights include the following: (1) there was a 7% decrease in the fall 1984 tuition fund (TF) headcount from fall 1983; (2) TF full-time equivalents (FTE's) were higher than the headcount, indicating that the average technical college student was taking more than 15 credit hours; (3) there was a 14% decrease in the fall 1984 evening extension fund headcount from fall 1983; (4) in fall 1983, females represented 24.6% of the student population, compared to 22.1% in 1984; (5) minority representation increased from 9.2% in 1983 to 10.1% in 1984; (6) there was a 24% decrease in summer 1984 enrollments from summer 1983; (7) the state technical colleges graduated 1,046 students in June 1984, compared with 1,009 students in 1983; (8) the average starting salary of graduates increased

Recommendations for changes in the current formula might include the following: (1) determine an average for enrollment and unit costs over a floating 3-year period to add stability in funding to individual institutions; (2) retain the system of multiple funding rates; (3) in the area of fair share, retain the residual concept but move gradually to a system that reflects local institutions' differing responsibilities and types of programs; and (4) provide for quality improvement through existing categorical grants. (LAL)

ED 266 823 JC 860 114

Beckett, Gene
GED Program on Campus Works.
Shawnee State Community Coll., Portsmouth, OH.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Learning; *Community Colleges; Economically Disadvantaged; Educational Attainment; *High School Equivalency Programs; Program Descriptions; Program Development; *Program Effectiveness; Two Year Colleges

The General Educational Development (GED) program at Shawnee State Community College originated from a request by the local Private Industry Council to design and implement a course of study for economically disadvantaged adults who desire to prepare to take the GED exam and who meet eligibility requirements. The program, which evolved within the Department of Developmental Education, was designed to be integrated into existing programs and systems whenever possible, using operative procedures that resemble the design and procedures of most other programs at the college. The GED program and the developmental program are linked in two ways. First, GED students receive developmental credit upon receiving a passing grade for a course. Second, GED instructors come from the pool of developmental instructors, who find that developmental techniques and methods transfer well to GED classes. The first quarter of implementation of the GED program at Shawnee was a learning experience for both the students and the educators. Among the discoveries made during the initial period were: (1) GED students required more time and attention than regular developmental students; (2) many of the problems of GED students related to their economic situation; (3) poor attendance among GED

ED 266 836 JC 860 128

Griffin, Daniel J.

Survey Report of Occupational and Training Needs within Service Delivery Area-1.

Tri-Cities State Technical Inst., Blountville, TN.

SPONS. AGENCY- First Tennessee Development District, Johnson City.
PUB DATE- Nov 84
NOTE- 133p.; The appended master list contains small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Surveys; *Educational Needs; *Employer Attitudes; *Employment Patterns; Employment Programs; Job Training; Labor Market; Needs Assessment; *Occupational Information; *On the Job Training; Questionnaires; School Business Relationship; Technical Institutes; *Trade and Industrial Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Job Training Partnership Act 1982

In July 1984, Tri-Cities State Technical Institute began a comprehensive study of service and manufacturing industries within a five-county planning area. The study was conducted to obtain information regarding employment and training needs and to increase awareness and utilization of the On-the-Job Training and Targeted Job Tax Credit programs available through the Job Training Partnership Act (JTPA). The study included 104 on-site interviews and surveys mailed to 1,005 employers representing both service and manufacturing sectors. Study findings, based on 290 survey responses, included the following: (1) respondents had hired a total of 9,596 new employees in the last 24 months; (2) 188 of the firms hired part-time employees; (3) 70 had youth employment programs; (4) 193 hired non-high school graduates; (5) 44 had formalized apprenticeship programs, 239 provided entry-level and/or on-the-job training, and 42 were presently participating in JTPA programs; (6) 262 firms indicated that they hired individuals over 54 years of age, 263 firms hired individuals with physical handicaps, and 164 hired ex-offenders; (7) 89 firms had layoffs in the past 12 months; (8) the most difficult positions to fill were sales personnel, mechanical technicians, secretaries with shorthand/word processing skills, and machine operators; and (9) 49 businesses were planning expansion within the foreseeable future. The study report includes a breakdown of survey responses for the

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Children; *Day Care; Early Childhood Education; Exceptional Persons; *Family Characteristics; *Health; *School Statistics; Statewide Planning; Statistical Data; *Stress Variables
IDENTIFIERS- *Virginia

Statistical information about children in the state of Virginia is provided in this summary. Contents are organized under the following general headings: (1) family characteristics; (2) child care; (3) health; (4) schooling; (5) exceptional children; and (6) stress. Subcategories in each area are too numerous to list in their entirety. A sense of their character can be gained from those concerning child care and schooling. Child care information concerns child care needs, day care options, licensing, family day care, child care centers, family day care systems, age distribution, availability of day care, Title XX day care, child care food programs, child care tax credits, and Head Start. Schooling data report on enrollment and achievement, competency tests, drop-outs, graduates' continuing education, state aid to localities, per-pupil expenditure, teachers, teacher-pupil ratios, teachers' salaries, English as a second language, education for handicapped children, education for gifted children, guidance counseling, Chapter I, and school textbooks. Appendices indicate planning districts, child population by planning district, social services regions, health districts, and health systems agencies. (RH)

ED 266 851 PS 015 645

Larsen, Jean M.
Family Influences on Competencies in Low-Risk Preschool Children.
PUB DATE- Apr 85
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advantaged; Demography; *Family Influence; *Intelligence Quotient; *Interpersonal Competence; Models; Physical Fitness; *Predictor Variables; *Preschool Children; Preschool Education; Self Concept

IQ, social competency, physical abiliites, self-concept, and family

NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Action; *Day Care; *Delivery Systems; Early Childhood Education; *Educational Needs; *Financial Support; Public Policy; State Legislation; State Surveys; *Statewide Planning; Tables (Data)
IDENTIFIERS- *Virginia

Virginia's first state plan for child day care begins with 14 sections covering several aspects of child care. Section I reviews child care history and trends. Sections II, III, IV, and V argue, respectively, that child day care is important to government, business, families, and children. Elements of a comprehensive child day care delivery system are described in section VI. Sections VII, VIII, IX, and X argue that child day care should be affordable, available, accessible, and of high quality. Section XI provides a profile of child day care funding in Virginia. Elements of Virginia's master plan for child day care services, an action agenda for affordable child day care services in 1986, and a call for citizen action comprise sections XII, XIII, and XIV. Appended are an affordability survey by the Virginia Department for Children; sections of the Virginia Code affecting child day care; Department of Social Services policies relating to child day care; state initiatives related to child care; public comments on affordability, availability, accessibility, and quality of child day care in Virginia; and House Bill 1696, an act to amend the Code of Virginia by adding a section concerning child day care services. (RH)

ED 266 866 PS 015 668

Brice, Carol H.
Aspects and Implications of Parent-Infant Bonding: Pathway to the '80's. A Study Review.
PUB DATE- Dec 83
NOTE- 45p.; A project for the Master's degree in Education, Counseling.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attachment Behavior; Biological Influences; Child

ED 266 879 PS 015 692

Gabbard, Carl; LeBlanc, Betty
Health-Related Fitness and Young Children.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Guides/Methods/Techniques (For Practitioners) - Classroom Use -
  Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; *Kindergarten Children;
  Physical Activities; *Physical Fitness; *Physical Health;
  *Preschool Children; Scheduling

Because research indicates that American youth have become fatter since the 1960's, the development of fitness among young children should not be left to chance. Simple games, rhythms, and dance are not sufficient to insure fitness, for, during the regular free play situation, children very seldom experience physical activity of enough intensity to promote cardiovascular fitness. Fortunately, something can be done. The Health-Related Physical Fitness Test, inaugurated in 1980 by the American Alliance for Health, Physical Education, Recreation and Dance, emphasizes a philosophy which focuses upon good health and disease prevention. Aspects of the philosophy include cardiovascular endurance, muscular endurance, flexibility, and balanced body composition. Basic benefits of health-related physical activity are numerous. Included in this document are a guide for planning fitness activities in daily lessons, examples of activities for enhancing fitness among young children, and a weekly plan with illustrative activities. (RH)

ED 266 880 PS 015 696

Thomas, Carol H., Ed.
Current Issues in Day Care: Readings and Resources.
REPORT NO.- ISBN-0-89774-222-2
PUB DATE- 86
NOTE- 128p.
AVAILABLE FROM- The Oryx Press, 2214 North Central at Encanto,
  Phoenix, AZ 85004-1483 ($28.50).
LANGUAGE- English
Document Not Available from EDRS.

Clarification; Values Education; Videotape Recordings
IDENTIFIERS- *Spiritual Development

Written for use with videotaped versions of the stories "Walking with Grandfather" and "Great Wolf and Little Mouse Sister," this guide presents 20 lessons that teachers can adapt for students of various ages and use in integrated units or other curriculum approaches. The introductory material describes the use and philosophy of the video stories, which were chosen as part of an effort to develop curriculum and educational programs that introduce life-enhancing values derived from the core of traditional Native culture. The 20 lessons are organized under the subjects of language arts (11 lessons), volition and feelings (1 lesson each), science (3 lessons), and mathematics, drama, physical education, and music (1 lesson each). Each lesson states the focus and objectives for students and provides detailed plans for learning activities. The language arts lesson focusing on legends lists five objectives for students: defining legend, giving examples of legends, analyzing legends for lessons learned, comparing legends, and writing an original legend. Learning activities include class discussion, use of visualization as a memory technique, and a story retelling game to illustrate oral tradition. The section on volition presents activities centered around a class field trip to help students plan and achieve a goal. Both story scripts are included. (JHZ)

ED 266 893 RC 015 597

Understanding and Preventing the Problem of Alcohol and Drug Abuse. Adult Education Series. Discussion Paper One.
Lethbridge Univ. (Alberta). Four Worlds Development Project.
PUB DATE- 84
NOTE- 34p.; For related documents, see ED 262 924-926 and RC 015 598-605.
AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Alcohol Education; *Alcoholism; American Indian Culture; *American Indian Education; American

The Economic Evolution of Rural America. Hearings before the Subcommittee on Agriculture and Transportation of the Joint Economic Committee. Congress of the United States, Ninety-Ninth Congress, First Session (February 11, May 15, 1985). Part 1.
Joint Economic Committee, Washington, D.C.
REPORT NO.- Senate-Hrg-99-280-Pt-1
PUB DATE- 85
NOTE- 815p.; Some sections may not reproduce well due to marginal legibility. For part 2, see RC 015 626.
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agricultural Trends; Agriculture; Change Strategies; *Economic Change; *Economic Climate; Economic Development; Economic Opportunities; Government Role; Hearings; Policy Formation; Rural Areas; *Rural Development; Rural Economics
IDENTIFIERS- Congress 99th; *South Dakota; *United States

Three days of hearings focused on rural America, in general, and on South Dakota (as the most agrarian of all states), in particular, in an attempt to formulate a blueprint for a national agenda on improving the state of rural America. The first day's sessions addressed the outlook for the South Dakota economy. The second day's sessions considered the topic, "Rural Mainstreet: An American Institution," providing evidence that rural America is not participating fully in the current national economic recovery; the rural population is dwindling and aging; rural income is sagging; agricultural and natural resource industries are in recession; and small communities are losing their economic identity. The third day's session discussed the role of rural economic development as the keystone to the revitalization of rural America and ideas for formulating rural development policies and strategies to strengthen the rural economy. Testimony includes statements from witnesses, prepared statements, letters, and supplemental materials from almost 50 individuals representing manufacturers, local governments, United Sioux Tribes, National Federation of Independent Business, and the Chamber of Commerce of the United States. (NEC)

ED 266 907 RC 015 631

Ducharme, Edward R., Ed.; Fleming, Douglas S., Ed.

solutions in a public forum at the close of the project. Students learned and applied basic social research skills, learned about their communities, thought critically about issues, gained self-confidence, and learned to work with others. The project demonstrated the feasibility and benefits of community-based social research projects conducted by students. Project designers recommended that such projects be offered during the school year to allow more time for students to learn more about topics, research skills, and data anaylsis. They recommended that everyone who would be working with students be involved in the planning process, that community and parental support be encouraged, and that limitations of data gathering in rural areas by recognized. Extensive appendices include citizen and organization interview questionnaires and daily schedules of student activities and classes. (LFL)

ED 266 919 **RC 015 643**

Thompson, James G.; And Others
Contributions toward a Conceptual Framework for Social Impact Assessment in Semi-Arid Lands of the Western United States.
SPONS. AGENCY- Geological Survey (Dept. of Interior), Reston, Va.; Pennsylvania State Univ., University Park.; Wyoming Univ., Laramie.
PUB DATE- 85
NOTE- 57p.; Research also sponsored by the Wyoming State Department of Economic Planning and Development.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Change; *Economic Change; Economic Development; Migrants; Regional Characteristics; Research Design; *Research Methodology; Research Needs; *Rural Areas; Social Change; *Social Science Research
IDENTIFIERS- Arid Lands; Boomtowns; *Energy Development; Rural Sociology; *Social Impact Assessment; United States (Intermountain West); United States (Plains States); United States (Rocky Mountain States)

This paper reviews empirical findings from recent social impact assessments (SIAs) conducted in Arizona, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Utah, and Wyoming where energy development occurred in the 1970s and points out efficient research strategies for policy decisions. Topics covered by the SIAs include instructional strategies that lead to increased student learning and other positive outcomes. In addition, science for general education should not be neglected since science instruction should be geared toward both the citizen and the future scientist. Thirty-five references are also included. (JN)

ED 266 932 SE 046 429

Culler, Katharyn; And Others

University of California, Berkeley's Undergraduate Honors Program for Minority Mathematics and Science Students--The Math/Science Workshop Program. Final Report.

California Univ., Berkeley.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 86

NOTE- 30p.

GRANT- G008004284

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Blacks; *College Mathematics; Educational Improvement; Higher Education; *Hispanic Americans; Honors Curriculum; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Minority Groups; *Program Descriptions; Program Evaluation; Science Education; Undergraduate Study; *Workshops

IDENTIFIERS- *University of California Berkeley

The aim of the Math/Science Workshop Program was to improve the performance of the University of California (UC) Berkeley minority students in freshman- and sophomore-level mathematics and science courses, and thereby increase the number of such students who continue on to complete bachelor's degrees in "mathematics-based" fields. It is also intended to serve as a model affirmative action program for other institutions seeking to improve the performance and persistence of minority undergraduates in scientific and technical fields of study. This report contains an executive summary and: (1) project overview; (2) project purpose; (3) background and origins; (4) project description; (5) outcomes and impacts; and (6) summary and conclusions. Findings show that the project (which provided supplementary instruction, academic counseling, and other services) appeals to well-motivated, high achieving students. It sets high goals for them, teaches them to work both independently and in groups, and in so doing, prepares

NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Computer Simulation; *Cooperation; Elementary Education; Elementary School Teachers; Higher Education; *Hypothesis Testing; *Independent Study; Microcomputers; Preservice Teacher Education; Process Education; *Science Education; Skill Development; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Group Size; Science Education Research

This study assessed the effect of group size and presentation mode on acquisition of the process skill of forming and testing hypotheses and selected attitudes. Preservice elementary teachers (N=87) in five intact classes received two 1-hour sessions presented by microcomputer, 1 week apart. Half of the subjects were assigned to three-member cooperative learning groups; the rest worked alone at the computer. Matched problem situations which required the forming, testing, and revision of hypotheses were presented as color simulations to one-half of the subjects and as exercises to the rest. The effect of group size and mode of presentation was found to depend on subjects' initial hypothesizing skills and formal reasoning ability. Subjects with low formal reasoning skills benefitted more from small group interaction than from working alone. Subjects with higher formal reasoning ability also performed better after receiving textual exercises than similar subjects who interacted with color computer simulation. Also, cooperative group learning and color computer simulation were more effective than individual learning and computer text in elevating learners' perceived success in using the computer and attitude toward the program being used. It is suggested that pre-assessment of learner aptitudes is needed before prescribing a mode of computer presentation or group size. (Author/JN)

ED 266 947 SE 046 459

Albrecht, Jean, Ed.; Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index, No. 65.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Dec 85

ED 266 962 SE 046 474

Fletcher, Richard K., Jr.
Capturing Graphics from Other Sources: Dumping Them and Integrating Them into BASIC.
PUB DATE- 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Alabama Council for Computer Education (Huntsville, AL, January 31-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Non-Print Media (100) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; *Computer Science Education; *Computer Software; *Microcomputers; *Programing
IDENTIFIERS- *Apple II; *BASIC Programing Language

This paper discusses some of the ways one can study graphics on the Apple II microcomputer. Much attention is given to specialized use of software packages used in dumping graphics, and the saving or storing of binary files of graphic images. Knowledge of BASIC at more than a cursory level is required, but a step-by-step procedural outline is presented for those who are not accomplished programmers. Sections of the paper focus on (1) high resolution memory pages and binary storage, and (2) specific examples of capturing, saving, and dumping high resolution graphics, with five illustrations included. Seven references are provided. (MNS)

ED 266 963 SE 046 475

Martel, Henry J., Jr.; Mehallis, George
An Investigation of the Success Rates of Older Versus Younger Students Placed into College-Preparatory Mathematics on the Basis of ACT Scores: Politics, Law and Economics of Higher Education.
PUB DATE- Feb 85
NOTE- 25p.; Ed.D. Practicum, Nova University.
LANGUAGE- English

Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 85
NOTE- 68p.
AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Educational Cooperation; *Educational Development; Educational Improvement; Educational Innovation; *Institutional Cooperation; *Networks
IDENTIFIERS- Asia

Focusing on the use of networking structures as a means of promoting and mobilizing inter-institutional support for educational development, this publication reports on topics raised at a meeting held by the Study Group on Inter-Institutional and Other Co-operative Networking Structures. Chapter 1 reports on ways in which networking is taking root and shape in the Philippines, Sri Lanka, and Thailand where it is being adopted. Information on existing networking structures for each of these countries includes: organizational structure; innovations; resources; motivations/incentives/recognition; monitoring/evaluation/feedback/renewal; present state of networking structure; proposed plan for follow-up action; and organization of orientation seminars. Other forms of inter-institutional cooperation in Bangladesh, India, Malaysia, Pakistan, and Papua New Guinea are described, along with plans for revitalizing inter-institutional cooperation. Chapter 2 provides reports on a three-day study visit to the Sisaket province of Thailand, in which the study group conducted a cooperative, in-depth study on selected networks. Chapter 3 "Networking as a Means of Educational Development," lists both intended and unintended objectives of networking. The final chapter presents suggestions to be considered by participating member countries to strengthen existing networks or create new ones within their national, cultural, social, and political context. Appendices provide an agenda, list of participants, and a list of documents published by the regional office of UNESCO. (LH)

DESCRIPTORS- Cultural Awareness; *Cultural Context; Cultural Influences; *Educational Environment; Educational Research; Educational Theories; *Hidden Curriculum; Models; *Socialization; *Social Theories; Sociocultural Patterns; Socioeconomic Influences; Student Attitudes; Student School Relationship
IDENTIFIERS- *Cultural Reproduction; Ideology

This examination of the reproduction of cultural norms focuses on ways in which the hidden curriculum facilitates cultural reproduction. The conceptual framework outlined in this paper emerged from a five-month observation study of a tenth-grade social studies class located in a predominantly working-class school. During the on-going data analysis, it became apparent that the evidence could not be forced into existing theories of cultural reproduction and a conceptual framework was developed to explain how cultural reproduction operated in the studied context. An analogy of a spider's web is used to depict the reflexive nature of cultural reproduction, with an inner web of normalcy symbolizing things perpetuated by the hidden curriculum such as acceptance of power, authority, social stratification, and the work ethic, and an outer web symbolizing the constructs and myths (i.e., The American Dream), derived from surrounding society. In an examination of the inner web, school sources creating the fibers of the web are identified as the overt curriculum, social milieu, and interaction patterns. Next, student perceptions of the "American Dream" are explored. In the last section, the concept of fair exchange is advanced as the mediating component between the implicit contradiction of the acceptance theme of the inner web and the more egalitarian notions of the outer web. (LH)

ED 266 992 SO 016 961

World Order Values Bibliography. Books and Audio-Visual Materials for Children and Youth, Selected and Annotated.
Wayne State Univ., Detroit, MI. Center for Peace and Conflict Studies.
PUB DATE- 84
NOTE- 56p.
AVAILABLE FROM- Center for Peace and Conflict Studies, Wayne State University, 5229 Cass Avenue, Detroit, MI 48202 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Ecological

Peters, Richard
Energy. Our Common Home: Earth. A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/Social Environments.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Aug 85
NOTE- 31p.; For related documents, see SO 016 983-986 and ED 258 893.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Energy; *Environmental Education; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; Learning Activities; *Natural Resources; Secondary Education; Skill Development; Social Studies; Technological Advancement; Units of Study

One of a series of global education instructional units, this energy awareness curriculum was designed to be infused with existing social studies courses aimed at students in grades 5-12. Concept-based and skills-oriented, the curriculum provides opportunities for students to develop an understanding of synthetic energy sources; human dependence on nature for energy; attempts by nations to conserve and manage limited energy; and the difference between finite, infinite, and renewable energy resources. Following an introduction, the importance of combining geography education, ecological studies, and a sociological perspective in enhancing a student's global awareness is emphasized. A series of charts showing the concept to be taught, the topic, essential student outcomes, performance indicators, and content are included. They are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

ED 267 006 SO 016 985

Peters, Richard
Stewardship. Our Common Home: Earth. A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/Social Environments.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow,

areas to be included, and the relationship of these learning areas to one another. This paper presents a description of a series of workshps designed to acquaint teachers with the paradigms of educational specifications with the aim of preparing them to participate with an architect in designing a school facility. (JD)

ED 267 022 SP 027 170

Walker, Decker F.; Soltis, Jonas F.
Curriculum and Aims.
REPORT NO.- ISBN-0-8077-2788-1
PUB DATE- 86
NOTE- 116p.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Educational Objectives; Higher Education; *Instructional Development; Learning Strategies; Preservice Teacher Education

This book provides a broad perspective on the basic curriculum questions educators face in the schools regarding the purposes, content, design, and structure of educational programs. In discussing basic issues of curriculum theory, some questions are raised: (1) How have people structured educational programs and instruction in an attempt to serve certain aims? (2) Should curriculum be thought of as a set of subjects to be learned or as a set of experiences for people to have? (3) What questions should be considered during the process of designing a curriculum? (4) How do contemporary scholars who have studied curriculum of the past and present explain and critique curriculum? and (5) If we as a pluralistic society "aim" our educational programs, how can we do so fairly and justly? The final chapter provides a number of opportunities for preservice teachers to engage more fully in thinking about curriculum and aims in the context of classroom situations. (JD)

districts, graduate students are assigned as substitute teachers in specific school buildings for the academic year. They are given training workshops and seminars throughout their field experience and are supervised by university faculty for evaluating their level of functioning and their progress. As candidates for the teaching profession, these interns are perceived as having the best training and the best experience, and they are given higher performance ratings by educators in comparison to the regular substitute teachers, the apprenticed teachers, or the student teachers. (Author)

ED 267 039 SP 027 289

Andrew, Michael D.
The University of New Hampshire's Five Year Teacher Education Program. A Status Report After 12 Years, 1974-1986.
PUB DATE- Feb 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Graduate Study; Higher Education; *Preservice Teacher Education; *Program Effectiveness; *Program Length; State Standards; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Extended Degree Programs; University of New Hampshire

The integrated, undergraduate/graduate 5-year teacher education program at the University of New Hampshire continues to show increasing enrollments, while attracting academically superior students who, for the most part, are entering classroom teaching. The program features a full year internship in the fifth year, a semester of classroom experience in the sophomore year, a major outside of education, a core of professional course options, and graduate work leading to a Master's Degree. While enrollment in the 5-year program has steadily increased, there are some threats to the program's existence, including very liberal interpretation of certification standards which allow unqualified people to teach, and a new state program which allows liberal arts graduates to teach without an education degree. However, the quality of the graduates who complete the 5-year program is very high in terms of academic ability and subsequent success in the teaching profession. (CB) acquisition or transmission of skills. Both the behaviorist and cognitive perspectives of learning accommodate this point of view conceptually, if not terminologically. The models provided by these diverse approaches suggest the processes of information intake, rehearsal, and storage together with the independent variables affecting them. Each one of these process interpretations must be based on observations of verbal behavior, its antecedents and consequences, whatever the terminology used in the theory. (Author/MSE)

ED 266 658 FL 015 502

Beitter, Ursula E.
Toward a More Personalized Foreign Language Placement Exam.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (New York, NY, November 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Second Language Programs; *Communicative Competence (Languages); German; Higher Education; Interviews; Language Proficiency; *Language Tests; *Standardized Tests; Student Motivation; *Student Placement; *Testing Problems

The commonly-occurring mismatch between second language student and course level, resulting in student boredom or intimidation, is due to overreliance on standardized language tests. These tests emphasize passive skills, such as recognition of grammatical structures and translation, and they ignore the element of communicative competence. As a result of a technical mishap, one teacher undertook impromptu individual student interviews consisting of five questions designed to elicit oral responses and five questions to elicit more expansive narratives, which included a past tense and a conjunction. The interview setting was informal and relaxed, and errors were not corrected. In addition to the interview, students were asked to read a portion of a test booklet for pronunciation and to describe pictures. The overall results confirmed a suspicion that the usual recorded speaking portion of the test did not measure student skills adequately and that it would have resulted in incorrect placement of a number of students.

the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Instructional Materials; *Communicative Competence (Languages); Educational Strategies; *English (Second Language); Foreign Countries; Indonesian; *Instructional Materials; *Material Development; *Reading Instruction; Second Language Instruction
IDENTIFIERS- *Indonesia

Indonesia's efforts to develop new texts and revise the syllabus for English as a second language have included writing the texts with a communicative orientation but with a prominent structural component. Bahasa Indonesia is used to guarantee that the students understand the meaning of all the structures and forms as well as their functions in communication, since meaningfulness is an essential feature of the new syllabus. Because the students have already been taught the reading comprehension skill in their native language, there is no need to duplicate this effort except where there are differences in communicative strategies between the native language and English. The committee's conclusion is that the main objective of the reading lesson is to teach new language features in natural discourse. Therefore, the topic of the reading lesson should be made familiar to the students, and any other learning obtained from the lesson is to be considered a contingent gain. (MSE)

ED 266 673 FL 015 519

Kirkpatrick, T. A.
The Role of Communicative Language Teaching in Secondary Schools--with Special Reference to Teaching in Singapore.
PUB DATE- 85
NOTE- 25p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence

ED 266 688 FL 015 544

Lindblad, Torsten
On the Whys and Hows of Language Testing.
PUB DATE- 85
NOTE- 9p.; In: Language Testing in School. AFinLA Yearbook 1985. No. 41 (see FL 015 537). Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communicative Competence (Languages); Educational Objectives; Elementary Secondary Education; Foreign Countries; *Language Skills; *Language Tests; *Second Language Instruction; Standardized Tests; *Test Construction; *Test Use; *Test Validity
IDENTIFIERS- Sweden

Six basic questions that are important to consider in foreign language testing are often taken for granted: (1) What is it that a student "knows" when he or she has acquired a foreign language, and is it measured in qualitative or quantitative terms or both? (2) What are the roles of skills and attitudes in learning a foreign language? (3) What implicit or explicit language norm is being taught? (4) What is the relationship between linguistic and communicative competence? (5) Is the view of language testing held by the teacher expansive or restrictive? and (6) Is the student the object of teaching efforts or the subject responsible for learning the language? Reflection on the questions indicates that tests can be given for a variety of purposes: diagnosis, determination of resource use, selection, guidance, examination, grading, evaluation, influence, stimulation, and research. Tests having different objectives are not generally interchangeable, a fact that is not often understood. Three Swedish test batteries having different objectives and applications (Swedish as a second language, standardized tests for grading, and free written production) illustrate the importance of analyzing and carefully relating the testing "whys" and "hows." (MSE)

ED 266 689 FL 015 545

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Attitude Change; *Change Strategies; Curriculum Development; *Educational Change; *Ethical Instruction; Higher Education; *Legal Education; *Traditionalism

Perceptions of forces that may restrain the implementation of needed change in legal ethics instruction were investigated in 1984, using a model of resistance to planned change proposed by Goodwin Watson. Based on this model, five barriers to change were assessed: conformity to norms, systemic and cultural coherence, vested interests, the sacrosanct (taboos or rituals of the community), and rejection of outsiders. Interviews were conducted with legal education authorities and qualified experts to identify proposals for change in legal ethics instruction and possible obstructing/facilitating factors. Views of traditional legal ethics teachers about course objectives/content and instructional methods were considered, based on transcripts of conversations conducted by law professor James R. Elkins in 1980 and 1981. While all interviewed authorities believed that change in legal ethics education was needed, they did not agree about the type of change. A total of 225 changes were proposed in 31 interviews. Attention is directed to the 10 most frequently identified changes and supportive/nonsupportive influences, including: increased emphasis on interdisciplinary content and development of supportive materials, increased emphasis on field placement and simulation teaching methods, increased content emphasis on moral philosophy and development of supportive materials. (SW)

ED 266 703 HE 018 957

Ellis, Susanne D.
Employment Survey 1984. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-282-8
PUB DATE- Nov 85
NOTE- 9p.
AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

Studies in Higher Education Number Fifty-Two.
Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.
PUB DATE- Aug 85
NOTE- 20p.; Tables contain small print. For an earlier (1981) edition of this report, see ED 206 220.
AVAILABLE FROM- Indiana University, Bureau of Evaluative Studies and Testing, Bloomington, IN.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Aptitude Tests; Class Rank; *College Freshmen; Comparative Analysis; Females; *Grade Point Average; *Grade Prediction; Higher Education; Males; Norms; *Predictive Measurement; Sex Differences
IDENTIFIERS- *Indiana University Bloomington

Procedures for predicting academic achievement at Indiana University, Bloomington, are examined, based on data for the 4,145 freshmen who entered the university in fall 1983. Three sets of prediction equations and a graphic scheme for determining probable first semester grade point averages (GPAs) for males and females are provided. Entering freshman norms are included for Scholastic Aptitude Test (SAT) scores, relative high school rank (RHSR), and first and second semester GPAs. The best single predictor of GPA for both males and females is RHSR, but a weighted combination of SAT verbal, SAT math, and RHSR provides the most accurate prediction of GPA. The academic achievement of females is slightly more predictable than that of males. While males have higher SAT scores, females have higher grades at the university. The correlation between these students' first and second semester grades is also provided. An alternative procedure for estimating a student's likely achievement at the university enables the adviser to used graphs and a table to quickly estimate the likelihood of a student's obtaining GPAs in various ranges. Examples using the equations and the graphs are included. (SW)

ED 266 716 HE 019 085

Staff Report on the Hispanic Access to Higher Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education

Whitman, Neal A.; Cockayne, Thomas W.
Evaluating Medical School Courses: A User-Centered Handbook.
Utah Univ., Salt Lake City. School of Medicine.
PUB DATE- 84
NOTE- 40p.
AVAILABLE FROM- University of Utah School of Medicine, Department of Family & Community Medicine, 50 North Medical Drive, Salt Lake City, UT 84132 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Committees; *Course Evaluation; Department Heads; Ethics; *Evaluation Criteria; Evaluation Methods; *Faculty Evaluation; Higher Education; *Medical Education; *Medical School Faculty; *Needs Assessment; Peer Evaluation; Profiles; Rating Scales; Student Evaluation of Teacher Performance

A handbook to help faculty plan and implement the evaluation of medical school courses is presented. Seven steps necessary to planning a course evaluation are specified: identify users and needs, ask specific questions, indicate how questions will be answered, select and/or design instruments, consider ethical issues, collect and analyze data, and report results. Questions to ask about a course might be based on perceptions of students, colleagues, and the teacher of the course; the evaluations of educational specialists; and learning outcomes. To help implement course evaluations, four major users of medical school course evaluations need to be considered: course director and teachers, department head, school curriculum committee, and promotions committee. To assess the course evaluation, practitioners should consider the usefulness and practicality of the evaluations, technical adequacy, and ethics. A reference list with 31 items is included. Appendices include: a form for peer review of undergraduate teaching based on dossier materials; rating scales for student evaluation of the lecture and course instructor; a list of possible items for a teacher, including eight products of good teaching (e.g., test scores), material from oneself (e.g., list of course materials prepared for students), and information from students, colleagues, and others. (SW)

ED 266 742 HE 019 112

Kulik, James A.
Using Student Ratings in Evaluating Teaching Assistants.
PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; *Course Evaluation; Faculty Evaluation; *Feedback; Foreign Students; Graduate Students; Higher Education; *Student Evaluation of Teacher Performance; *Student Teacher Evaluation; *Teaching Assistants
IDENTIFIERS- *University of Michigan

The use of a computer-based system of individualized course evaluations, Instructor-Designed Questionnaires (IDQs), to collect student reactions to classes at the University of Michigan is discussed. Originally designed to provide feedback to university teachers alone, the system is now used extensively by teachers to gather information for themselves as well as for departmental committees and student groups. The system is also used on a more limited basis in program evaluation. Recently, IDQs were used to collect student reactions to both foreign-educated and American teaching assistants (TAs) at the university. Initial ratings of both groups of teaching assistants were far below university norms, but ratings improved after one semester of teaching. It is suggested that a TA's first semester ratings are open to misinterpretation and that verbal facility is very important to teaching. IDQs (and similar course evaluation systems) were found to provide useful information for teachers wishing to improve their teaching, but the proportion of teachers who will use this type of system voluntarily is probably small. In addition to providing useful data for administrators and committees deliberating about personnel, these systems can also provide useful data for students choosing classes. (SW)

career advisors, and recent graduates; and interview guides for clinical trainees and clinical supervisors. (SW)

ED 266 756 HE 019 141

Barendsen, Robert D.
Doctoral Degree Programs Offered by China's Colleges and Universities.
Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Colleges; Developing Nations; *Doctoral Programs; *Foreign Countries; Higher Education; Institutional Characteristics; *Intellectual Disciplines; Majors (Students); Medical Schools; Schools of Education; School Surveys; *Specialization; *Universities
IDENTIFIERS- *China

China colleges and universities that grant doctoral programs and the specialized fields offered are specified. For each of the 111 institutions, information is provided on the type of institution, location, alternative English versions of the school's name, and the doctoral degree programs offered. A brief narrative overview on the institutions and degrees is also presented. It is noted that the geographical distribution of the institutions is uneven: 10 of mainland China's 29 provinces, autonomous regions, and special municipalities do not have doctoral degree-granting institutions, and 40 of the 111 doctoral institutions are clustered in three metropolitan areas. Information is included on "key" institutions, or those that are eligible for preferential funding, staff selection, and student recruitment. The number of different fields of specialization in which doctoral programs are offered is about 260. The nature of the specializations in which the degree is offered is concentrated most heavily in technological and applied science fields, with a sizable number also in the pure physical and natural sciences. Only about 10% of the doctoral specializations are in the social sciences, and a slightly smaller number are in the the areas of the arts and humanities. (SW)

A Mirror for Managers: Using Simulation to Develop Management Teams.
Technical Report 23.
Center for Creative Leadership, Greensboro, N.C.
REPORT NO.- ISBN-0-912879-21-1
PUB DATE- Jun 83
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Interprofessional Relationship; *Management Games; *Management Teams; Organizational Development; Problem Solving; Simulated Environment; *Simulation; Small Group Instruction; Teaching Methods; *Team Training

Although simulation is among the least common of the many methods consultants employ to stimulate team development, realistic simulation can help in the diagnosis of management teams. Simulations fill a gap in the repertoire of data collection methods for organizational diagnosis and development by affording an opportunity for direct observation under controlled conditions. A management simulation is an exercise that produces a sample of behavior from which managers can derive an accurate picture of themselves both as individuals and as a group. Just as vital, however, is the infrastructure built around the simulation to collect, assemble and interpret data. Before simulation, managers should ensure: entry meetings, efforts to increase readiness, experiments with experiential methods, the experience of beginning with a low to moderate risk, relationship building, and an understanding of the team in context. After simulation, insight and energy should be channeled into concrete plans for action. To illustrate the application of these principles, the major part of this report focuses on a case study of the experiences of the management of a public agency in a medium-sized midwestern city with the simulation game, "Looking Glass." Appendices provide additional information on "Looking Glass" and feedback from the case study. A list of references completes the document. (JB)

ED 266 770 IR 011 986

Danielson, Wayne
A Report from the Barricades of the Computer Revolution on Campus.
PUB DATE- 3 Oct 85
NOTE- 12p.; Paper presented at the EDUCOM '85 Conference (Austin, TX, October 3, 1985).

Gratch, Bonnie; York, Charlene
Library Research Skills Evaluation. Report of ENG 112.
PUB DATE- May 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *College English; Higher Education; Library Facilities; *Library Instruction; Library Materials; Library Research; Library Services; *Library Skills; *Research Skills; Undergraduate Students; User Satisfaction (Information); Workbooks; Writing Instruction
IDENTIFIERS- Bowling Green State University OH; *Course Integrated Library Instruction

In Fall 1984, the Library User Education (LUE) coordinator of Jerome Library at Bowling Green State University introduced a library research skills component to a writing course required of all undergraduate students. The component consisted of two parts: a self-guided tour with questions, and basic library research skills guides with worksheets (both are appended). A special research assistance desk was also set up in the library. In spring 1985, an evaluation was done to determine the frequency of use and satisfaction of students who used the research desk, to determine the effectiveness of the library research skills guides and worksheets, and to identify problems and make suggestions. Data were collected from student questionnaires, faculty questionnaires, reference librarian questionnaires, a research process log sheet completed by students, and a course transactions sheet. From the data it was concluded that the research assistance desk was viewed favorably by both the students and faculty and the basic library research guides had clear instructions. Some problems were identified (e.g., too many students assigned to one topic), and several recommendations were made that have been implemented (e.g., have the special desk again). The student and faculty evaluation questionnaires are also appended. (Author/THC)

ED 266 784 IR 051 439

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Archives; Continuing Education; Developing Nations; *Government Publications; Information Sources; International Cooperation; *International Organizations; International Programs; Library Administration; *Library Collections; National Libraries; Position Papers; Professional Education; Resource Materials
IDENTIFIERS- Records and Archives Management Programme; *Records Management; *United Nations

This reader is intended to supplement existing textbooks and instructional materials in both introductory and advanced courses for archivists, records managers, and other information specialists. Although the articles and reports selected for inclusion necessarily reflect various international concepts emerging from administrative traditions and record-keeping practices, they also emphasize the basic principles, practices, and problems that unite all archivists and records managers. The compilation includes a selection of readings in each of 12 major sections: (1) The Role of Archives; (2) Basic Principles; (3) Basic Legal Problems; (4) Professional Training of Archival Personnel; (5) Archives and Records Management; (6) Appraisal and Disposal; (7) Arrangement and Description; (8) Access and Reference Service; (9) Exhibitions, Educational Services, Public Relations; (10) Conservation; (11) Modern Technology and Archives; and (12) International Archival Developments. A list of 49 RAMP (Records and Archives Management Programme) studies and documents is appended. (THC)

ED 266 798 **IR 051 453**

Brykczynska, Maria
The Role of the Library Associations in the Continuing Education of Librarians, with Some Examples of the Educational Activity of the Polish Library Association.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the World Conference on Continuing Education for the Library and Information Science Professions (Palos Hills, IL, August 13-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

from $16,530 in 1983 to $17,800 in 1984; and (9) 32% of the 1984 graduates chose to continue their education and 85% of those seeking employment were employed. The bulk of the report consists of tables providing statewide and institutional data. (EJV)

ED 266 811 JC 860 084

Head, Ronald B.
Minority Enrollment Report: Fall Quarter 1985. Research Report Number 3-85.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Dec 85
NOTE- 36p.; Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Trends; *Enrollment Trends; Longitudinal Studies; *Minority Groups; School Demography; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

In 1985, a study was conducted at Piedmont Virginia Community College (PVCC), using longitudinal minority enrollment data to examine trends which might be of interest to those involved in planning student recruitment activities. Study findings included the the following: (1) 434 minority students were enrolled at PVCC during fall 1985, representing 11.5% of the student body, the highest percentage since 1980; (2) the largest percentage of minority students (82.5%) were Blacks, followed by Asians (12.9%), Hispanic Americans (3.5%), other minorities (2.5%), and American Indians (1.3%); (3) the percentage of minority students had been relatively stable during the past 5 years, ranging from a low of 10.2% to a high of 11.5%; (4) the ratio of minority males to females closely approximated the male/female ratio in the student body as a whole; (5) the number of minority first-time and incoming transfer students at PVCC dropped from fall 1981 through fall 1985, with especially large decreases from 1981 to 1982 and from 1983 to 1984; (6) the percentage of minority students enrolled in associate degree programs dropped by nearly 10% between 1981 and 1985; (7) 15.2% of the minority students were classified as developmental students, compared to 3.4% of the White students; (8) the percentage of minority unclassified students increased steadily since 1981; (9) the median age for both Whites and Blacks was 28;

students required that attendance expectations be spelled out clearly to prospective students; (4) a counseling component was needed to complement coursework; and (5) scheduling GED exams proved so difficult that Shawnee applied to be and was authorized to serve as a GED test site. Statistical data indicate that 77% of the students who completed the GED program also passed the GED exam, 22% obtained employment, and 25% continued their education at Shawnee. (LAL)

ED 266 824 JC 860 115

Feigenbaum, Kim
Foreign Language Instruction in Florida Community Colleges.
PUB DATE- 85
NOTE- 22p.; Graduate seminar paper, Institute of Higher Education, University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; *Community Colleges; Educational Innovation; Language Teachers; Literature Reviews; Modern Language Curriculum; *Second Language Instruction; Second Language Learning; State Surveys; *Teaching Methods
IDENTIFIERS- *Florida

This paper reports on foreign language instruction in the community colleges of Florida. A brief rationale for increasing the importance given to language instruction is followed by a review of the literature concerning the latest classroom and laboratory foreign language techniques such as computers, video taping and analysis, audio tape improvement, relaxation techniques, and classroom improvement techniques. Next, community college language programs in Florida are discussed, based on coversations with language instructors at Santa Fe Community College, Miami-Dade Community College (MDCC), St. Petersburg Junior College and Florida Junior College. The next section provides a more detailed look at the activities of MDCC's Foreign Language Task Force. Concluding comments stress that: (1) the key to success in teaching foreign languages lies in the classroom; (2) resources should be allocated to faculty development and new hiring; (3) MDCC's Language Task Force is likely to influence and benefit Florida's language programs; and (4) better lines of communication between community colleges and universities should be developed. (LAL)

following occupational categories: finance/insurance/legal/real estate/professional services; health care and allied fields; industry (crafts and trades); government service; and retail/marketing/distribution services. The survey instruments are included, as is also a master list of companies indicating surveys obtained or site visits made. (LAL)

ED 266 837 JC 860 129

Allen, Tom, Ed.
Oglala Lakota College: 1984-1985 Annual Report.
Oglala Lakota Coll., Kyle, SD.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indian Reservations; *American Indians; American Indian Studies; Annual Reports; College Programs; Colleges; Educational Finance; Enrollment Trends; Higher Education; *School Community Relationship; *Student Characteristics
IDENTIFIERS- *Oglala Sioux (Tribe)

This annual report provides a summary of the activities and accomplishments of Oglala Lakota College (OLC) during the 1984-1985 academic year. Introductory material includes a statement by John Steele, chairman of the Board of Trustees, stressing examples of the college's work with the Oglala Sioux Tribe for the economic and community development of the Lakota people. Information on the structure and members of the Board of Trustees is given, followed by the President's report, which offers a brief overview of OLC's 15-year history and stresses the achievements of the 1984-85 year. The next sections of the report include a statement of OLC's mission and purposes in tribal, cultural, and occupational areas; an organization chart; information on the characteristics of the college's 96 staff members; a staff list; and a list of the members of the President's Council. The report then provides data on OLC's fiscal situation, covering revenue by source and operating budget by division. Characteristics of the student population are summarized next, with data indicating that the typical OLC student in spring 1985 was American Indian, female, between 20 and 24 years of age, attending part-time, and a high school graduate. Information on the 1985 graduating class is presented next,

demographic data on 73 low-risk preschoolers were used to investigate relationships between family influences and competencies of educationally advantaged children. Preschool attendance, living in a two-parent family, father's occupation, mother's education, family income, and time father spends with the child correlated with IQ. Emerging in the final regression analysis model as predictors of higher IQ were father's occupation, preschool attendance, and living in a two-parent family, with father's occupation the strongest predictor variable. Influence variables entered into the regression analysis for motor skill, as measured by static balance, were number of older siblings, preschool non-attendance, time mother spends with the child, and mother not employed. Time mother spends with the child, preschool non-attendance, and number of older siblings were included in the final regression model for the static balance measure of motor skill, with mother time the strongest predictor. The only predictor variable included in the final model for the strength dimension of motor abilities, as indicated by long jump score, was the child's sex. Males scored higher. (Author/RH)

ED 266 852 PS 015 648

Ekholm, Bodil; Hedin, Anna
Fortursbarn och "vanliga" barn pa tolv daghem: Jamforande observationer. (Mainstreamed Children and "Ordinary" Children in Twelve Day-Care Centers: An Observational Study).
Linkoping Univ. (Sweden). Pedagogiska Inst.
SPONS. AGENCY- Swedish Delegation for Social Research (Sweden).
REPORT NO.- ISBN-91-7372-831-4; LiU-PEK-R-86
PUB DATE- 84
NOTE- 93p.; Also sponsored by the Swedish Save the Children Fund. For related documents, see PS 015 649-654.
LANGUAGE- Swedish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Day Care Centers; Disadvantaged Youth; Downs Syndrome; Early Childhood Education; Foreign Countries; *Mainstreaming; *Mental Retardation; Observation; *Preschool Children; *Teacher Attitudes
IDENTIFIERS- Normal Children; *Sweden

Observations of one mainstreamed child and one "ordinary child" at each of 12 day care centers were compared. Five of the 12 mainstreamed children were mentally retarded, and seven had a

Abuse; Developmental Stages; *Emotional Development; Fathers; *Infant Behavior; Mothers; *Parent Child Relationship; Parent Role; *Sensory Experience; *Socialization

IDENTIFIERS- Developmental Patterns; Perinatal Education; *Synchrony

Parent/infant bonding is discussed in this study review. Bonding is defined prior to a discussion of research that places the concept in historical perspective. The discussion of research since 1950 focuses on Bowlby, Klaus and Kennell, Helfer, Mahler and Rheingold, and Brazelton. Attention is given to the capacities of the newborn, child abuse, the sensory system of the infant, the use of volunteers in perinatal coaching programs, neonatal assessment, and the father's role in the development of parent/infant attachment and subsequent family relationships. The current status of bonding is subsequently discussed in terms of the socialization of the infant, the contribution of affective development to attachment, and dimensions of attachment and conditions affecting the development of attachment. Concluding remarks view parenting and parent/child relationships as they are likely to be influenced by the social trends and problems of the 1980's. A three-page bibliography concludes the document. (RH)

ED 266 867 PS 015 669

Barrett, Minna; Muugi, George

Kenya: Family Networks in Transition.

PUB DATE- Mar 85

NOTE- 31p.; Paper presented at the Annual Future of Parenting Symposium (1st, Chicago, IL, March 21-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; *Developing Nations; *Extended Family; *Family Attitudes; Family Life; Foreign Countries; Interviews; Modernization; *Nuclear Family; Political Attitudes; Sex Differences; *Social Change

IDENTIFIERS- *Intergenerational Analysis; *Kenya

This presentation is the result of 60 structured interviews that were conducted in Kenya to investigate the effects of rapid social economic changes on the psychosocial mechanism of entire family networks. The investigation addressed the hypothesis that modernization was affecting the extent to which extended family processes and patterns were being practiced and maintained. It further explored the hypothesis that parent/child and spousal

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agencies; Certification; *Community Role; *Day Care; Diseases; Early Childhood Education; *Employer Supported Day Care; Family Day Care; Injuries; National Surveys; *Parent Responsibility; School Age Day Care; Selection; Sexual Abuse

A collection of 19 articles addressing questions and concerns of child caregivers and parents, this resource book serves as a guide to the selection and evaluation of day care programs, discusses employer-sponsored day care trends, and studies health and environmental concerns. More specifically, section I provides an overview of day care, section II explores day care options, section III concerns aspects of employer-sponsored day care, and section IV focuses on parental concerns. An annotated bibliography lists current references on various topics related to child care. Appendices provide information on licensing, regulations for family day care, and organizations and agencies involved in child care. (RH)

ED 266 881 PS 015 698

Pramling, Ingrid
The Child's Conception of Learning. Goteborg Studies in Educational Sciences 46.
Goteborg Univ., Molndal (Sweden). Dept. of Education.
REPORT NO.- ISBN-91-7346-131-8
PUB DATE- 83
NOTE- 197p.
AVAILABLE FROM- ACTA Universitatis Gothoburgensis, Box 5096, S-402 22, Goteborg, Sweden (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Cognitive Development; *Concept Formation; Developmental Stages; Educational Practices; Foreign Countries; Interviews; *Learning; *Metacognition; Observation; *Preschool Children; Preschool Education
IDENTIFIERS- *Phenomenography; Qualitative Research; *Sweden

The main purpose of this study was to trace the development of children's awareness that they can learn and to describe the forms of their ideas of learning. A complementary aim was to account for the extent to which such conceptions can be found at different levels of development. The investigation consisted of two

Indians; *Canada Natives; Child Welfare; *Community Action; Community Change; Community Problems; *Cultural Influences; *Drug Abuse; Drug Education; Foreign Countries; Group Discussion; Health Needs; Life Style; Self Concept
IDENTIFIERS- Canada; Fetal Alcohol Syndrome; Four Worlds Development Project (Alberta)

Discussion in Native American communities of problems related to alcoholism and drug abuse is encouraged through reading this paper, working on suggested activities and questions, and applying the information to improve local situations. Alcohol and drug abuse symptoms are described along with statistics illustrating the scope of the problem. The effect of alcohol on infants and children is described and current Native American alcohol and drug programs are critically surveyed. Text of a speech by a Native American further delineates the realities of speech by a Native American further delineates the problem of alcohol and drug abuse in Indian society. Numerous quotations of historical and contemporary Native Americans augment the text. A reading list of eight titles concludes the paper. (LFL)

ED 266 894 RC 015 598

How History Has Affected Native Life Today. Adult Education Series. Discussion Paper Two.

Lethbridge Univ. (Alberta). Four Worlds Development Project.

PUB DATE- 84
NOTE- 40p.; For related documents, see ED 262 924-926 and RC 015 597-605.
AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Alcohol Education; *American Indian Education; *Boarding Schools; *Canada Natives; *Community Change; *Cultural Influences; Discussion (Teaching Technique); Drug Education; Foreign Countries; History; *Outcomes of Education
IDENTIFIERS- Canada; Four Worlds Development Project (Alberta); *Fur Trade

This paper is part of a series designed to help community groups

The Rural and Small School Principalship: Practice, Research and Vision.
Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 179p.
CONTRACT- NIE-G-82-0017
AVAILABLE FROM- Northeast Educator Service, P.O. Box 453, Groton, MA 01450 ($8.00 ea).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Change Strategies; Educational Practices; Educational Research; Elementary Secondary Education; Faculty Development; Leadership Responsibility; Parent School Relationship; Personal Narratives; *Principals; Research Utilization; *Rural Education; Rural Schools; *School Administration; School Community Relationship; *Small Schools; Student Participation; Teacher Evaluation
IDENTIFIERS- *Effective Schools Research

Designed to help principals in rural and small schools, this volume contains 29 articles under the three broad headings of new possibilities in everyday practice, applications of recent research, and initiatives to help schools and communities grow. The editors' introduction notes the challenges facing small school administrators, the problems shared by all schools regardless of size, and the general lack of attention to solutions that are workable for small, rural schools. A prologue for each of the three sections of the text provides an overview and highlights the contributions of individual authors. The first section, "The Principal and Practice," contains descriptions of daily, recurring situations such as the need for teacher recognition and discusses one or more successful efforts at working on a particular issue. Articles in the second section, "The Principal and Research," describe research efforts of interest to principals, research activities in which principals are actively engaged, and networking programs bringing a variety of individuals together to analyze and resolve problems. Articles in the third section, "The Principal and Vision," either bring current concerns to the future or describe a vision for small, rural schools. Specific topics include staff evaluation, parent involvement, and reform mandates for effective schools. (JHZ)

characteristics of itinerant workers, attitudes of oldtimers/newcomers toward development, and effects of development on local economies, small businesses, financial institutions, community services, social well-being and social and political structures. Ecological, ethnic, and historical characteristics of the western energy states are reviewed and the energy boom of the 1970s is shown to be consistent with the region's historical boom-bust pattern. Identified as research needs are comparative community studies clarifying why development inputs have different effects from community to community, time-series community data to explain the process of social organization/disorganization, and methodologically appropriate analyses addressing changes in individual and community well-being. Other recommendations include the recognition of a sociology of arid/semi-arid regions and the need for research to be thoroughly grounded in historical patterns of social organization and physical and cultural characteristics of the region. Studies are suggested to identify and measure key social elements and to investigate the social welfare of itinerant workers. (LFL)

ED 266 920 RC 015 646

Building Our American Communities: National FFA Annual Report - 1985.
Future Farmers of America, Alexandria, VA.
SPONS. AGENCY- Department of Education, Washington, DC.; Reynolds (R. J.) Industries, Inc., Winston-Salem, NC.
PUB DATE- 85
NOTE- 33p.; For related documents, see RC 015 647-649.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; *Citizenship Education; Community Action; Community Development; Experiential Learning; Improvement Programs; Leadership Training; *Program Descriptions; *Rural Development; *Rural Youth
IDENTIFIERS- *Building Our American Community Program; *Future Farmers of America

Achievements of the Building Our American Communities Program (BOAC), initiated in 1971 to provide a vehicle for Future Farmers of America members to make direct contributions to their communities and to practice good citizenship and develop leadership skills, are summarized in this 1985 annual report. the report begins with messages from President Ronald Reagan, J. Tyler Wilson them for the kind of work conditions that are frequently encountered in research laboratory and high technology think-tanks. The program demonstrates that Blacks and Hispanics can compete successfully with the nation's very best students both at UC Berkeley and elsewhere. (JN)

ED 266 933 SE 046 430

Carlisle, Earnest
A Procedure Using Calculators to Express Answers in Fractional Form.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algorithms; *Calculators; *Computation; Computer Software; Elementary Education; *Elementary School Mathematics; *Fractions; *Mathematics Instruction; Microcomputers

A procedure is described that enables students to perform operations on fractions with a calculator, expressing the answer as a fraction. Patterns using paper-and-pencil procedures for each operation with fractions are presented. A microcomputer software program illustrates how the answer can be found using integer values of the numerators and denominators of fractions. An adaptation of this computer program is used to devise a method for using calculators in work with addition of fractions. First, some old algorithms and an explanation of Euclid's Algorithm are given as background for understanding the calculator procedure. Then the steps in that procedure are listed, stressing that multiplication, division, and subtraction of fractions can be performed, as well as addition. (MNS)

ED 266 934 SE 046 432

Project Summaries: FY 1985.
National Science Foundation, Washington, D.C. Div. of Science

NOTE- 172p.; Additional support provided by the U.S. Department of Agriculture Forest Service Research Division.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Business; Conservation (Environment); Economics; *Forestry; *Lumber Industry; *Natural Resources; *Publications; Resource Materials; *Social Science Research; *Social Sciences

Provided in this document is a bibliography of selected literature addressing the interface between forestry and the social sciences. References include articles appearing in American and foreign professional journals, bibliographies, conference proceedings, and other types of publications. A subject-matter classification scheme is provided in the table of contents. Entries (numbered 2949 to 3674) are listed alphabetically by author according to the topics indicated in this scheme. Major topic areas include social sciences applied to: (1) forestry at large (considering forest resources, economic development, policy, and other areas); (2) forest management (including ownership options and considerations, and other areas); (3) production of forest goods and services (covering outdoor recreation, wilderness management, wildlife and fish, wood production, and other areas); and (4) forest industries (considering wood-using industries, other forest industries, market and trade, and transportation). Each entry includes citation number, author(s), title, source, year, and number of pages. In addition, if the publication is not in English, the language used is indicated. Brief annotations are provided for most entries. A cumulative author index is also included. (JN)

ED 266 948 SE 046 460

Purin, Gina; And Others
Toxics in My Home? You Bet! Curriculum on Household Toxics for Grades K-3.
Golden Empire Health Planning Center, Sacramento, CA.
SPONS. AGENCY- L. J. and Mary C. Skaggs Foundation.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 165p.; For related documents, see SE 046 461-463. Portions of appendices contain small or broken type.
AVAILABLE FROM- Golden Empire Health Planning Center, 2100 21st Street, Sacramento, CA 95818 ($10.00 with binder; $6.00 without

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Black Students; *College Mathematics; Educational Research; Higher Education; *Mathematics Curriculum; Mathematics Instruction; Remedial Instruction; *Sex Differences; *Testing
IDENTIFIERS- *Mathematics Education Research

This study sought to determine whether there would be any relationship between age and success for students arbitrarily placed in "college-preparatory" beginning algebra on the basis of the ACT mathematics score. The study was conducted during the first term of 1985-86 at Broward Community College, in Florida. A list of 78 students placed in the course was provided by the registrar. A chi-square analysis was used to determine any significant difference between success in the course and age (under 20 versus 20 or older). Separate chi-square tests were used to determine any differences between success in the course and sex, and success and race. No significant difference was found between success in the course and age. Furthermore, no significant differences were found between success and race or success and sex. Recommendations for additional research were included. (MNS)

ED 266 964 SE 046 476

Weaver, Dave
Computer Lab Tools for Science: An Analysis of Commercially Available Science Interfacing Software for Microcomputers. A Quarterly Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 90p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - General (130) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biological Sciences; *Computer Oriented Programs; *Computer Software; Data Analysis; *Data Collection; Health; Higher Education; Intermediate Grades; Light; *Microcomputers; Physical Sciences; Science Education; *Science Equipment; *Science

Baruch, Steven; Callaway, Rolland
Focusing Case Study Research: Can We Reason Together?
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Curriculum Development; Curriculum Research; *Educational History; Educational Research; Elementary Secondary Education; Oral History; Research Methodology

Subsequent to emphasizing the importance of historical case studies for gaining a fuller understanding of curriculum history, the paper discusses problems associated with historical case study research. Their analysis stresses the importance of scholars focusing on common research questions and utilizing similar methodology. Such cooperation is viewed as a necessary prelude to producing similar case studies from several school districts. The data from such studies would provide a useful basis for hypotheses regarding the process by which curriculum changes are made in large urban school districts. (Author)

ED 266 978 SO 016 893

Crozier, William L.
Teaching Comparative Local History: Upper Mississippi River Towns.
PUB DATE- Apr 85
NOTE- 27p.; Paper presented at the Meeting of the Organization of American Historians (Minneapolis, Minnesota, April 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Studies; Community Study; *Comparative Analysis; Computer Assisted Instruction; *Course Descriptions; Course Objectives; Course Organization; Higher Education; *History Instruction; Industrialization; *Local History; Modernization; Social Change; Teaching Methods; *United States History
IDENTIFIERS- Nineteenth Century; Statistical Package for the Social Sciences

Factors; Economic Progress; Elementary Secondary Education; *Ethnic Studies; Justice; Leaders; *Minority Groups; *Peace; Preschool Education; Resource Materials; Social Studies; *Social Values; Well Being

IDENTIFIERS- *World Order

Intended to provide students from the preschool to the secondary school level with resources related to world order values, the 300 books and audiovisual materials listed in this annotated bibliography are divided into five section headings: (1) peace, (2) economic well-being, (3) social justice, (4) ecological balance, and (5) "New Day Heroes." The majority of items were produced in the 1970's and early 1980's. In addition to five topical sections, there are three indexes: a "Selective Experience Index," which lists books dealing with experiences of ethnic and other minority groups (nearly one-half of the titles in the bibliography); a reading level index; and a title index. The Appendix provides a short annotated and graded list of films, filmstrips, slide shows, and recordings. A title index to the audiovisuals concludes the bibliography. (LH)

ED 266 993 SO 016 962

Brams, Steven J.; Kilgour, D. Marc

Rational Deescalation.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

PUB DATE- Aug 85

NOTE- 36p.; Paper presented at the Annual Meeting of the American Political Science Association (81st, New Orleans, LA, August 29-September 1, 1985).

GRANT- 845-0354; SES84-08505

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Conflict; Conflict Resolution; Decision Making; *Disarmament; *Educational Games; Games; Interdisciplinary Approach; *Mathematical Models; *Political Science; Postsecondary Education; Probability; Problem Solving; Simulation

IDENTIFIERS- *Prisoners Dilemma Game; Rules and Regulations

Based on the game "Prisoners' Dilemma," a game-theoretical model of the arms race suitable for postsecondary level mathematics and/or political science students is developed in which two players can

N.H.
PUB DATE- Aug 85
NOTE- 37p.; For related documents, see SO 016 983-986 and ED 258 893.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperation; Curriculum Development; *Environmental Education; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; *International Cooperation; Learning Activities; Secondary Education; Skill Development; Social Influences; Social Studies; Units of Study

One of a series of global education instructional units, this curriculum on stewardship was designed to be infused with existing social studies courses aimed at students in grades 5-12. Concept-based and skills-oriented, the curriculum provides opportunities for students to develop an understanding of the relationship between humans and global natural environments; of the relationship between humans and global social environments; of why global cooperation is an important human goal; of various types of global cooperation; and of the effects of each on natural/social environments and humans. Following an introduction, the importance of combining geography education, ecological studies, and a sociological perspective in enhancing a student's global awareness is emphasized. A series of charts showing the concept to be taught, the topic, essential student outcomes, performance indicators, and content are included. They are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

ED 267 007 SO 016 986

Peters, Richard
Environments. Our Common Home: Earth. A Curriculum Strategy to Affect Student Skills Development and Exposure to Diverse Global Natural/Social Environments.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Aug 85
NOTE- 31p.; For related documents, see SO 016 983-985 and ED 258 893.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

ED 267 023 SP 027 176

Giddings, Louise R.
Module Utilization in College Teaching.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Higher Education; *Instructional Materials; Language Arts; *Learning Modules; *Learning Strategies; Teacher Education; *Units of Study

This paper seeks to explore the concept of the module as an instructional unit appropriate for use in college teaching. Although modules do not appear to be widely in use at the present time, the modular approach does offer promise for implementation at the college level. Thus, the paper calls attention to the concept of the module and its advantages in college teaching. The modular concept is further clarified by the presentation of a sample teacher education module and, finally, the paper explores the possibilities for use of modules at the college level. (Author)

ED 267 024 SP 027 196

Jensen, Gordon O.; And Others
A Guide to Curriculum Planning in Physical Education.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 85
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Interdisciplinary Approach; Lesson Plans; *Physical Education; State Curriculum Guides; *State Standards
IDENTIFIERS- *Wisconsin

This guide is to be used by Wisconsin physical education curriculum planners as a model for curriculum building, an instrument for evaluating existing curricula, and as an example of what is current and defensible in the physical education field. The content of the

ED 267 040 SP 027 291

Fox, G. Thomas, Jr.; And Others
Collaborating: Lessons Learned from Experience.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- Feb 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Communication Problems; *Cooperative Programs; *Program Attitudes; *Staff Development; *Teacher Attitudes; *Teaching Conditions; Teaching Experience; Teamwork

This monograph was prepared by a group having many years' experience with the Teacher Corps and the effective establishment of partnerships between K-12 schools and postsecondary schools, colleges, and departments of education. An evaluation is presented of circumstances that help or hinder collaboration between colleges of education and schools in improving staff development and teachers' work conditions. A number of college of education and school district procedures are cited that currently hamper growth in the collaboration procedure. Among suggestions for improvement is a strong plea for redistribution and reassignment of the missions and responsibilities of schools and colleges of education. It is pointed out that there are difficulties in collaborative action when professors in schools of education maintain an aloofness which effectively isolates them from the "hands-on" experience of teachers in schools. (JD)

ED 267 041 SP 027 293

Zumwalt, Karen K., Ed.
Improving Teaching. 1986 ASCD Yearbook.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-134-8

Common problems in the test administration setting, such as time pressure, testing after several months away from language instruction, equipment malfunction or inadequacy, and lack of knowledgeable monitors, are suspected of contributing to the student placement problem. Whenever possible, the standardized placement exam should be augmented with a five- or ten-minute interview segment to test communicative abilities. (MSE)

ED 266 659 FL 015 503

Spain. English Teaching Profile.
British Council, London (England). English Language and Literature Div.
PUB DATE- Jun 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Adult Education; Articulation (Education); Continuing Education; Creative Writing; *Educational Trends; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Information Sources; Instructional Materials; Language Enrollment; Language of Instruction; Language Research; *Language Role; *Language Teachers; *Language Usage; Teacher Education; Technical Assistance; Testing; Trend Analysis
IDENTIFIERS- *Spain

A review of English language usage and instruction in Spain describes the role and status of English in society, and outlines the situation of English-as-a-second-language instruction within the educational system at all levels. The profile covers the following areas: the characteristics, qualifications, and pre- and in-service training of English teachers in the basic and advanced level programs; articulation between levels; enrollments; accreditation; choice and availability of instructional materials; student evaluation; educational administration in relation to English teaching; development and planning of English instruction; instruction outside the educational system; British and other international support for English instruction; commercial opportunities for English language goods and services; the status of creative writing and current research; and further information sources. It is concluded that the main weaknesses of English instruction lie in the absence of adequate authority and

(Languages); Course Content; *Curriculum Design; Educational Strategies; *English (Second Language); Foreign Countries; *Grammar; Language Proficiency; Relevance (Education); Secondary Education; Second Language Instruction
IDENTIFIERS- *Singapore

Singapore's grammar-based English language syllabus and the wide range of native languages and English oral ability among secondary school students make the second language teaching situation complex and the use of the communicative approach challenging but not impossible. While grammar is an essential element of second langauge proficiency, it is not sufficient in itself. The grammar-based and communicative approaches are often complementary, and fluency exercises are an important correlate to communicative grammar teaching. Communicative teaching has the additional advantage of helping school children develop cross-cultural awareness and learn communicative strategies of the language to be learned. However, additional materials designed to help Mandarin speakers learn certain English communicative strategies, especially those of information sequencing, would be helpful. (MSE)

ED 266 674 FL 015 520

Das, Bikram K.
Learning Language on the Worksite: Some Implications for Pedagogy.
PUB DATE- 85
NOTE- 17p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Continuing Education; English (Second Language); Foreign Countries; Industry; *Inplant Programs; *Job Skills; *Learning Strategies; *Reading Processes; Second Language Learning

Observation of machine or production operators in a Singapore factory for insight into their need for English language skills, existing skills, and the results of a basic English language program in which many were enrolled revealed that, although the workers were generally poorly educated and had minimal English skills, they were able to decode the relatively difficult texts required to do their jobs. It is possible that this type of reading

Prucha, Jan
Current Trends in FL Testing in Czechoslovakia and the Soviet Union.
PUB DATE- 85
NOTE- 16p.; In: Language Testing in School. AFinLA Yearbook 1985. No. 41 (see FL 015 537). Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cloze Procedure; Comparative Analysis; Educational Diagnosis; Educational Research; Elementary Secondary Education; Foreign Countries; Grading; *Language Research; *Language Tests; Linguistic Theory; *Second Language Instruction; Socialism; Test Construction; *Test Use; Trend Analysis
IDENTIFIERS- *Czechoslovakia; *USSR

In Czechoslovakia and the Soviet Union, foreign language tests have been used rarely in schools, because more traditional oral and written examinations are preferred. However, recent changes in socialist pedagogical theory support a trend toward increasing efficiency in the instructional process, increased use of diagnostics, development of more precise measures of pedagogical objectives and practices, and reduced subjectivity in testing. Efforts to increase evaluation objectivity include: (1) changes in the criteria for student evaluation; (2) in Czechoslovakia, implementation of new curriculums in the upper scondary schools; and (3) in the Soviet Union, specialized work on foreign language testing done in research centers. In recent research, foreign language tests have been used to try to explain some components of the foreign language learning- teaching system as defined by socialist pedagogical theory. The studies have included investigations of the characteristics (quantity, quality, and frequency) of vocabulary used in textbooks, and cloze procedure as a means of measuring language proficiency and productive skills. (MSE)

ED 266 690 FL 015 546

Shohamy, Elana; And Others
From Testing Research to Educational Policy: Introducing a New Comprehensive Test of Oral Proficiency.
PUB DATE- 85
NOTE- 13p.; In: Language Testing in School. AFinLA Yearbook 1985. No.

DESCRIPTORS- *Astronomy; Bachelors Degrees; *College Graduates; Degrees (Academic); Doctoral Degrees; Education Work Relationship; *Employment Opportunities; Employment Patterns; Employment Statistics; Graduate Surveys; Higher Education; Majors (Students); Masters Degrees; *Physics; Postdoctoral Education; *Scientists; Vocational Followup

The employment status of 1984-1985 degree recipients in physics and astronomy was surveyed. Information is presented on changes in occupational status of physics and astronomy degree recipients between summer of 1984 and the following winter. The characteristics of graduates of both fields who were employed full-time or undertaking postdoctoral studies are compared in relation to sex, age, citizenship, type of research, and major subfields. Also covered are: major subfields of physics dissertations and those of physicists' initial employment; the occupational status of experimental and theoretical physicists; the characteristics of physics masters that influence the time required to secure employment; and the type of employer for physics doctorate recipients by subfield of Ph.D, work activity, whether the work is related/unrelated to physics, and whether a job change is desired. Finally, information on the employment of astronomy bachelors is included. Findings include the following: for physics graduates, by summer 1984, 38% of doctorate recipients had secured permanent employment, 48% had accepted 'postdocs,' and 4% were still seeking suitable employment. By winter 1984, 49% had secured potentially permanent employment, and two-thirds of physics bachelors secured their initial employment within a 2-month period. (SW)

ED 266 704 HE 018 961

Thrift, Julianne Still; Toppe, Christopher M.

Paying for College: Trends in Student Financial Aid at Independent Colleges and Universities.

National Association of Independent Colleges and Universities, Washington, D.C. National Inst. of Independent Colleges and Universities.

SPONS. AGENCY- American Telephone and Telegraph Co., New York, N.Y.; Ford Foundation, New York, N.Y.; Shell Companies Foundation, New York, N.Y.

PUB DATE- 85

NOTE- 23p.

AVAILABLE FROM- National Institute of Independent Colleges and

and Labor.
PUB DATE- Nov 85
NOTE- 37p.; Serial No. 99-K.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Persistence; *Access to Education; *College Attendance; College Preparation; College Transfer Students; Degrees (Academic); Employment Patterns; *Enrollment Influences; Enrollment Trends; Higher Education; *Hispanic Americans; Income; Migration; Public Policy; *Puerto Ricans; Secondary Education; Student Financial Aid; Technological Advancement
IDENTIFIERS- *Puerto Rico; United States

Key issues affecting Hispanic participation in higher education are evaluated, with attention to access, retention, and transfer. Societal factors influencing access are also covered: migration, technology, employment and income levels, and secondary schooling. In addition, postsecondary education in Puerto Rico is addressed. Hispanics constitute 6.4% of the population in the United States, but only 3.7% of undergraduate, 2.2% of graduate, and 2.3% of professional school enrollment. In this regard, Hispanics fare worse than Blacks and Asians. In 1980, Hispanics earned 2.3% of all bachelor's degrees and 3% of all doctorate degrees awarded in the United States. At present, a majority of Hispanics attend community college. These students, generally, neither transfer nor receive degrees. Current financial aid policies have reduced Hispanic access to sources of student aid, since there are more applicants and declining resources. In addition, increasingly complex application procedures and stricter eligibility requirements act as a barrier to access for Hispanics. There is a need for improved community college instruction and counseling, as well as better coordination between two- and four-year colleges. The overwhelming number of Hispanics enrolled in four-year colleges are Puerto Ricans in Puerto Rico. (SW)

ED 266 717 HE 019 086

Fourth Annual Equal Postsecondary Educational Opportunity Status Report for the Period September 1983-September 1984.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- Dec 85
NOTE- 156p.; Tables contain small print.

ED 266 729 HE 019 099

Schwenk, Thomas L.; Whitman, Neal A.
Residents as Teachers: A Guide to Educational Practice.
Utah Univ., Salt Lake City. School of Medicine.
PUB DATE- 84
NOTE- 53p.
AVAILABLE FROM- University of Utah School of Medicine, Department of Family & Community Medicine, 50 North Medical Drive, Salt Lake City, UT 84132 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Clinical Teaching (Health Professions); Educational Objectives; *Graduate Medical Students; Higher Education; Learning Strategies; *Lecture Method; *Medical Education; *Medical School Faculty; Seminars; *Teaching Methods

A reference manual on teaching methods for medical school residents and clinician-teachers is presented. Five principles of learning for adult learners that apply to medical students, residents, and medical practitioners are identified. Attention is directed to teaching methods for lectures, grand rounds, seminars and journal clubs, teaching rounds and morning report, and bedside teaching. Information is provided on: the background of each method, how the method fits into an active/passive teacher/learner model, the objectives that are best met by each method, and typical resident teaching activities using the method. Principles that are helpful in implementing each method are discussed. For lectures, the following principles are recommended: attract and maintain attention; make only one or two major points; make the organization clear; use helpful audiovisual aids; and use a conversational speaking manner. Principles for grand rounds include: selecting an important case, selecting knowledgeable and interesting speakers, orienting speakers to discuss, not lecture, and eliciting audience participation. Principles helpful for seminars and journal clubs include constructively dealing with difficult situations, and bringing to closure both the group process and learning objectives. A list of references containing 40 items is also included. (SW)

ED 266 743 HE 019 113

On Campus with Women.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- 85
NOTE- 26p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Affirmative Action; *College Faculty; College Students; Court Litigation; *Employment Practices; *Females; Higher Education; Minority Groups; Nontraditional Occupations; Personnel Policy; Rape; Salaries; *Sex Bias; Sex Discrimination; Sexual Harassment; Textbooks; Women Faculty; Womens Athletics; *Womens Education; *Womens Studies

Developments in education, employment, and the courts concerning the status of women are covered in these two newsletter issues. In addition to news items, the article "United Nations World Conference on Women, 1985: Some Random Reflections on the Nairobi Conference" by Bernice Sandler is included. The article provides an overview of the overall conference and workshops and considers implications for the future of women's activities. News topics include the following: women's education; women faculty; developments in other countries affecting women's education and employment; sexual harassment and rape on campus; contracts; faculty salaries; nontraditional careers for women; court litigation; sex discrimination; rural women; minority women; black women and feminism, disabled women, women's studies programs; women's sports; the climate for women faculty, administrators, and graduate students; textbook bias against women, women in land-grant colleges, financial aid for women students, the aftermath of federal budget cuts in sex equity programs, working women in the United States, women's earnings, and resource materials on women's education and employment. (SW)

ED 266 744 HE 019 114

ED 266 757 HE 019 142

Gladieux, Lawrence E.
Federal Student Aid and the Goal of Equal Opportunity: The Record and the Future.
College Entrance Examination Board, Washington, D.C.
PUB DATE- 4 Dec 85
NOTE- 9p.; Speech presented at the Anniversary Symposium of the Indiana Student Financial Aid Association (50th, Indianapolis, IN, December 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *College Students; *Educational Opportunities; *Federal Aid; Federal Legislation; Higher Education; *Low Income Groups; *Middle Class Students; *Student Financial Aid; Student Loan Programs

The history of federal student financial aid legislation, 1965-1985, is traced, and problems faced in the mid-1980s, and possible future directions are considered. The Higher Education Act of 1965 was the first explicit federal commitment to equalizing college opportunities for needy students through grants and programs such as Talent Search. Some parts of the Higher Education Act, such as College Work-Study and Upward Bound, originated in the War on Poverty legislation. During the 1960s the emphasis was educational opportunity regardless of one's social or economic origins. The 1972 Amendments to the Higher Education Act expanded support to student aid and created a number of new programs; later aid to middle-income students was enacted. By 1980 the growth era for student aid was over. The traditional federal emphasis on subsidies for low-income students became diluted, and college enrollment rates among low-income and minority groups declined. While Guaranteed Student Loans (GSL) provide relief from the burden of costs, they may replace what families are capable of contributing. Two suggestions are offered: a fundamental change of student loan policy to relieve the demand on the highly subsidized, costly structure of the current GSL; and awarding student aid benefits in return for public and community service. (SW)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Computer Assisted Instruction; *Computer Literacy; Curriculum Development; Faculty Promotion; Higher Education; Instructional Innovation; *Microcomputers; Teaching Methods; Technological Advancement; *Universities
IDENTIFIERS- *Computer Uses in Education

Three major accomplishments of the computer revolution on university campuses are: an increase in the quantity of academic work; improvement in the quality of academic work; and a change in the nature of academic work. However, three main impediments to successful computer integration still exist: (1) the information battle--how to obtain reliable information about hardware and software; (2) the support battle--personnel, funds, and equipment needed to improve computer resources; and (3) the rewards battle--how to get adequate academic recognition for faculty members who choose to work and/or publish in nontraditional ways. Two charts are appended which indicate how 517 computers, awarded in October 1985 to personnel at the University of Texas at Austin, will be used. (Author/JB)

ED 266 771 IR 011 988

Boen, Linda
Results of Pilot Study of Project Using Interactive Video to Supplant Traditional Study Skills Unit for Developmental Reading Students.
PUB DATE- 85
NOTE- 105p.; Paper presented at the Annual Conference of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Counseling; Higher Education; Hypothesis Testing; *Intermode Differences; *Microcomputers; Preservice Teacher Education; Research Methodology; Student Attitudes; *Study Skills; Tables (Data); Teaching Methods; Undergraduate Students; *Video Equipment
IDENTIFIERS- *Instructional Effectiveness; *Interactive Video

A study was conducted to determine the effectiveness of interactive

Dosa, Marta
The Management of Innovation as an Integrating Theme in the Curriculum for Industrial Information Officers.
PUB DATE- Sep 85
NOTE- 31p.; Paper presented at the Seminar on the Integration of External and Internal Sources of Information in the Industrial Firm (Prague, Czechoslovakia, September 16-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; Curriculum Development; *Developing Nations; *Educational Needs; Higher Education; Industrialization; Information Needs; Information Science; *Information Scientists; Library Education; Position Papers; *Professional Education; Scientific and Technical Information; Technology Transfer
IDENTIFIERS- *Industrial Information Officers; *Information Resources Management; Information Science Education

This paper argues that industrial innovation, which is essential for development, can be planned and managed at the national level as well as in industrial organizations, and that the time has come to bring the benefits of research and professional discussions in the area of innovation to education and training programs for industrial information officers. Five propositions are presented as a framework for discussion: (1) industrial information officers (IIO) support the company's management in its search for new opportunities and in the planning, operation, and evaluation of innovation projects; (2) the role of the IIO is that of a partnership in the entire process; (3) the IIO is responsible for the assessment of the organization's information needs, services, and resources, and for selecting the right time and opportunity to introduce changes; (4) a Master's level course and a series of continuing education seminars are needed to prepare industrial information officers with a wide knowledge base for the above three roles; and (5) to place this education program in the forefront of developments, it should have a research component with the objective of exploring the information requirements of innovation projects. A brief literature review is followed by definitions and interpretations of innovation in personal life, in organizations, and at the societal level. The paper then discusses the dimensions of the innovative activity; innovation transfer; managing information for innovation projects; educational considerations; a proposed scope for an educational program; preparation for new responsibilities; and a draft proposal for a course. A six-page list of references is included. (THC)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; Foreign Countries; Higher Education; Information Scientists; *Librarians; *Library Associations; *Library Education; Library Science; Position Papers; *Professional Continuing Education; Special Libraries
IDENTIFIERS- *Poland

Training specialists currently recommend continuing education as a means for librarians and information officers to improve their professional qualifications and keep abreast of developments in their field. The role of professional organizations is particularly important in this area. The Polish Library Association (PLA) has always been very active in the field of library education in Poland. In fact, it is due to the PLA that the first training courses were organized in the period 1918-1939. After the end of World War II, basic training for librarianship became institutionalized as many universities created departments of library science. The educational activity of the PLA has taken on a new character as the association currently participates in: (1) program commissions on library education at the college and university level; (2) consultations on the required level of professional qualifications during salary negotiations; and (3) the initiation and implementation of a whole range of professional courses as supplements to university programs. (THC)

ED 266 799 IR 051 454

Wheeler, Helen Rippier
For-Credit, Undergraduate, Bibliographic Instruction Courses in the University of California System; with Consideration of the Berkeley Campus' Bibliography 1 Course-Program's History as a Model.
PUB DATE- Feb 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Curriculum Development; *Curriculum Evaluation; Higher Education; *Information Sources; *Library Instruction; *Library Skills; Position Papers; Program Descriptions; Program Evaluation; *Research Skills; Undergraduate Students; Worksheets
IDENTIFIERS- Course Integrated Library Instruction; *University of California

and (10) one of every three minority students was enrolled full-time in 1981 compared to one of every six in 1985. (LAL)

ED 266 812 JC 860 091

Excellence in Education for Employment.
Colorado Vocational Association, Lakewood.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Articulation (Education); Community Colleges; Curriculum Development; *Educational Objectives; Financial Support; *Governance; High Schools; *Policy Formation; Program Evaluation; Public Relations; School Business Relationship; Statewide Planning; Student Recruitment; Teacher Education; Technological Advancement; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Colorado

As part of an effort to chart the path of vocational education in Colorado, the Colorado Vocational Association (CVA) assembled 55 vocational educators, administrators, and business and industry leaders to review the status of vocational education in the state and develop a series of statements to establish standards and provide direction for the future. This report presents the resulting statements. Introductory material underscores the importance of vocational education to Colorado, describes the CVA's "Think Tank" approach, and explains the purposes of the report. Subsequent sections of the report cover: (1) the mission of vocational education, including statements on the role and responsibilities of certain key groups and agencies; (2) the governance and funding of vocational education, including statements stressing the role of the State Board of Community Colleges and Occupational Education (SBCCOE) in program regulation, policy formation, and statewide planning; (3) new and advancing technology, including statements related to business/industry and educational linkages, curriculum development, and worker retraining; (4) public relations for vocational education, including statements on the actions that should be taken by the SBCCOE and local advisory committees and councils to inform the public about vocational education; (5) vocational student recruitment and selection, including statements related to high school graduation requirements; (6) evaluation of vocational

ED 266 825 JC 860 117

Richter, Winston
Florida Education Finance: The Quantitative Record, 1971/72-1984/85. Revised.
Miami-Dade Community Coll. District, FL.
PUB DATE- 20 Feb 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; Comparative Analysis; *Educational Finance; *Elementary Secondary Education; Enrollment; *Expenditures; Financial Support; *Income; Operating Expenses; Public Education; School District Spending; State Aid; State Surveys; *State Universities; Two Year Colleges
IDENTIFIERS- *Florida

Findings are presented from a study of available documentary evidence related to the finance of public education in the State of Florida. Spanning the past 12 years, and including estimates and projections for 1983-84 and 1984-85, the report focuses on the revenue and expenditures of the Florida Public School System, the Florida Community College System, and the State University System of Florida. Revenue analysis is limited to state and local sources, focusing on program revenue (i.e., the calculated base-line revenue for operations, consisting of state formula revenue and "required local" revenue) and current revenue (i.e, the sum of program revenue and all state categorical and local optional contributions to operating fund budgets). Expenditure analysis is limited to operating expenditure per full-time equivalent (FTE). Data are presented to facilitate comparisons across systems on an individual measure for a given year, and across systems on the percentage change in an individual measure over a period of years. In addition to information on the three principal sectors of public education, specific data are provided for the Dade County Public School System and Miami-Dade Commuinity College. Data tables include itemizations of program revenue, all-sector summaries of total state formula revenue, current revenue (state and local), and operating expenditures per FTE. (EJV)

including results of a follow-up survey. After noting highlights of 1984-85 for the different divisions, programs, and department of OLC, the report provides brief descriptions of "firsts" for the college that took place during the year. The final sections review plans for 1985-86, and provide information on the Pine Ridge Reservation and the Oglala Sioux people. (LAL)

ED 266 838 JC 860 132

Piedmont Virginia Community College Telephone Survey to Determine Community Awareness. Report Number 6-84.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Sep 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Attitudes; Community Colleges; Community Surveys; Comparative Analysis; Educational Assessment; *Educational Attitudes; *Educational Needs; Needs Assessment; Public Opinion; Questionnaires; *School Community Relationship; Two Year Colleges

In 1984, a telephone survey was conducted to determine community awareness of Piedmont Virginia Community College (PVCC); to compare findings with results of a similar survey conducted in 1977; and to gain ideas on what additional courses respondents would like PVCC to offer. A random sample of 873 subjects was selected, representing 6.5% of the 13,413 residential listings in the Charlottesville/metropolitan Albemarle County directory. Study findings, based on 493 usable responses, included the following: (1) 36% of the 1977 respondents and 56% of the 1984 respondents reported that one or more household members had attended or visited PVCC; (2) 26% of the 1977 respondents and 15% of the 1984 respondents were not familiar with PVCC; (3) the top-ranked purpose for attending PVCC in both 1977 and 1984 was to "improve job skills"; (4) 25% of the 1984 respondents found out about PVCC through a mailing; (5) 56% of the 1984 respondents and 85% of the 1977 respondents overestimated the cost of PVCC; (6) 71% of the 1984 respondents and 69% of the 1977 respondents underestimated the average age of PVCC students; and (7) the primary reasons given for not coming to PVCC involved perceptions of being too old or not having enough time to attend college. The interview schedule is slight developmental retardation mainly due to deprivation. Observations of 10-minute duration, totaling 4 hours and dispersed across 7 days, focused on (1) time each child spent in active communication; (2) qualitative aspects of this communication; and (3) the child's behavior while alone. Findings indicated that deprived children did not differ much from the "ordinary" children. However, the observations of the five mentally retarded children differed significantly. The mentally retarded children were not socially integrated, were significantly more often alone, were alone for longer periods, and played noticeably less with other children than the "ordinary" children did. Most of the children communicated only short periods of time with an adult. Mentally retarded children needing practical help received a little more time with adults. While positive about integrating the children, none of the staff considered their own role as an active one in the integration process. Results are discussed in the context of day care centers as learning environments and implications for the development of all children. (RH)

ED 266 853 PS 015 649

Ekholm, Bodil; And Others
Daghemsklimat: Bakgrund, syfte och matinstrument. (The Climate of
Day-Care Centers: Theoretical Backgrounds and Methods of
Measurement).
Linkoping Univ. (Sweden). Pedagogiska Inst.
SPONS. AGENCY- Swedish Delegation for Social Research (Sweden).
REPORT NO.- ISBN-91-7372-582-X; LiU-PEK-R-79
PUB DATE- Sep 82
NOTE- 133p.; For related documents, see PS 015 648-654.
LANGUAGE- Swedish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Rearing; *Day Care Centers; Early Childhood Education; *Educational Environment; Foreign Countries; Models; *Organizational Climate; Questionnaires; Socialization; *Teacher Attitudes; *Teacher Student Relationship; Work Environment
IDENTIFIERS- *Sweden

Using a new approach to studying day care centers, this study focused on the total climate of the day care center and the climate's effects on children's social and emotional behavior. A theoretical model for analyzing day care climate is presented. The relationships would be central foci for describing and explaining change. Contents of the paper focus on detailed description and analysis of the interviews, the respondents' views, and modernization and changes. It was found that younger men and women discussed the nuclearization of the family, claiming that it improves father/child and husband/wife interaction. Hence, the ideology of independence from the extended family is supported. Younger respondents mentioned with approval increases in equality between spouses. This finding adds a new highlight to research on the ideology of equality. Of the younger Kenyans interviewed, the majority supported equalization in the home. Findings also suggest the importance of surveying across generations. While all groups discussed the impact on their family lives of the transition to modernity, differences across generations were found in the weight given the issues, as well as in the interpretation, evaluation, and explanation of social change. The paper concludes with a discussion of implications for changing family relations in Kenya. (RH)

ED 266 868 PS 015 670

Anderson, Elizabeth Toof
The Perceived Effect of the Child Development Associate Credential on Recipients in Illinois.
PUB DATE- Dec 83
NOTE- 146p.; Ed.D. Thesis, Southern Illinois University at Edwardsville.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Certification; *Child Caregivers; *Competency Based Teacher Education; Early Childhood Education; Educational Attainment; Geographic Location; Job Satisfaction; Literature Reviews; *Outcomes of Education; Postsecondary Education; *Preschool Teachers; Questionnaires; State Surveys; Work Environment
IDENTIFIERS- CDA; *CDA Credential; Child Development Associate; *Illinois

This study tested hypotheses concerning perceived and real consequences of certification for individuals who earned a Child Development Associate (CDA) credential in Illinois. Primary hypotheses were that the majority of CDAs would indicate that earning the CDA credential had made a positive difference to them, observational studies and a series of six interview studies with 300 Swedish children ranging from 3 to 8 years of age. The child's idea of learning was dealt with in terms of what is learned and how. Concerning what is learned, findings suggest a developmental progression from learning to do, to know, and to understand; findings also indicate a corresponding set of answers to the questions of how. Developmental differences were found in children's awareness of different forms in which one can learn. It is concluded that preschool education to a large extent relies on conceptions which most children of preschool age lack. Appended are coding criteria, interview questions, and descriptions of related age trends and the child's conceptions of "to be able," "to know," "to understand," "changes in thinking," "to find out by thinking," and of "what it takes to learn a phone number." (RH)

ED 266 882 PS 015 699

Case, Joan
The Day Care FAcilities Loan Guarantee Program.
Maryland State Dept. of Economic and Community Development, Baltimore.
PUB DATE- 7 Mar 86
NOTE- 25p.; Paper presented at the Annual Early Childhood Conference (College Park, MD, March 7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; *Financial Support; Program Descriptions; *State Legislation; *State Programs
IDENTIFIERS- Application Forms; Day Care Facilities Loan Guarantee Fund; *Maryland

Provided are guidelines and background information for use in applying for guaranteed loans through the Day Care Facilities Loan Guarantee Fund (the "Fund"), which is administered by the Maryland Department of Economic and Community Development. The purpose of the Fund is to guarantee loans made by lending institutions to finance the expansion or development of group or family day care facilities in Maryland. In addition to application information, this document provides (1) a copy of the day care guarantee fund application form, (2) a description of the program, (3) definitions of related concepts, and (4) reprints of legislation related to the

engage in discussion on the possibility of individual and community transformation. The text is intended to be read aloud by the group facilitator with frequent pauses for discussion. It is accompanied by a reading list, activities, and discussion questions to review what has been learned, explore aspects of the discussion more fully, and apply what has been learned to one's own situation and community. This text describes how basic principles of native life--interrelatedness, cooperation, and a recognition of the spiritual basis of all life--were disrupted by the fur trade. Describing an experience with a residential school for the Dene people of the Northwest Territories, the text also discusses the loss of language and cultural identity, alienation between generations, and severe psychological traumas and the resulting child abuse/neglect, loss of good parenting skills, alcoholism, and unemployment produced by this educational policy. The paper outlines 12 universal principles about the nature of existence, nature and purpose of human beings, and means of preserving and enhancing the well-being of individuals and communities that must be rearticulated in the journey back to health and wholeness for both individuals and communities. (NEC)

ED 266 895 RC 015 599

The Vicious Cycle of Prejudice. Adult Education Series. Discussion Paper Three.

Lethbridge Univ. (Alberta). Four Worlds Development Project.

PUB DATE- 84
NOTE- 37p.; For related documents, see ED 262 924-926 and RC 015 597-605.
AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Alcohol Education; *American Indian Education; *Bias; *Canada Natives; Community Change; *Community Involvement; Cultural Images; Cultural Influences; Discussion (Teaching Technique); Drug Education; Foreign Countries; *Social Discrimination; *Stereotypes
IDENTIFIERS- Canada; Four Worlds Development Project (Alberta)

ED 266 908 RC 015 632

Phillips, Richard; And Others

The Mid-Missouri Small School Computer Consortium: Training Teachers on Their Own Turf.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 98p.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Community Characteristics; *Computer Literacy; *Consortia; Educational Technology; Elementary Secondary Education; Financial Support; *Inservice Teacher Education; *Itinerant Teachers; Microcomputers; Organizational Theories; Program Development; Program Effectiveness; *Rural Education; Rural Schools; School Demography; Shared Services; *Small Schools
IDENTIFIERS- *Mid Missouri Small School Computer Consortium MO; Missouri

Directed primarily toward small school administrators and school boards, this publication describes a consortium of five rural school districts in central Missouri and how they used a traveling teacher to facilitate incorporation of microcomputer capabilities into the school systems' operation and curriculum. The paper describes the use of the consortium to provide teacher inservice training in each district and discusses curriculum applications of microcomputers. Topics include development of the training program, delivery system, methods of instruction, evaluation of the inservice program, and explanation of the post inservice use of computers in the consortium schools. A discussion of the suggested principles of consortium operation covers the need for a clear advantage to cooperation, optimal number of members, geographic proximity and size of member schools, leadership, organization, finances, and the use of outside resources. Background material includes a description of the roles to be played by small school consortia, a review of literature concerning the use of computer technology in rural schools, and a history of the Mid-Missouri Small School Consortium (MMSSC) with attention to features that made for successful sharing of services. Appendices contain tables showing participant ratings of inservice training topics,

(Chairman of R.J. Reynolds Industries, Inc., corporate sponsor of BOAC), and Secretary of Agriculture John R. Block. Projects of the Marion County (West Virginia) chapter, national winner, are reviewed, including their efforts in promoting progress in tourism, sponsoring a community pride contest, and conducting beautification projects. Activities of the second place national winner chapter (Avon Park, Florida) are described, including construction of a fairground hog barn, completion of 63 home improvement projects, and development of forest and ecological demonstration areas. Projects of 35 Gold Medal Chapters from 20 states are outlined. Projects ranged from constructing baby animal farm buildings at a county fairground, landscaping community sites, and renovating historic buildings to obtaining blood donors, compiling county organization directories, and conducting parties for the handicapped. Silver and Bronze emblem winning chapters and all participating BOAC chapters are listed. Names and addresses of the 26-member BOAC National Advisory Committee are provided. (NEC)

ED 266 921 RC 015 647

Clouse, James; Cary, Lee
Community Development...FFA Style. Teacher's Manual.
Future Farmers of America, Alexandria, VA.
SPONS. AGENCY- Department of Education, Washington, DC.; Reynolds (R. J.) Industries, Inc., Winston-Salem, NC.
PUB DATE- Sep 83
NOTE- 55p.; For related documents, see RC 015 646-649.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Community Development; *Experiential Learning; Improvement Programs; Leadership Training; *Learning Activities; Lesson Plans; Program Development; *Rural Development; Rural Education; Secondary Education; Units of Study
IDENTIFIERS- *Building Our American Community Program; *Future Farmers of America

Tested by vocational agriculture teachers in four states, this teacher's manual is part of an effort to implement the 15-year old Building Our American Communities Program in secondary schools. The manual contains detailed plans and materials for 10 lessons which cover all aspects of designing, implementing, and evaluating a community development project. Each lesson plan details the

Resources Studies.
REPORT NO.- NSF-85-324
PUB DATE- 85
NOTE- 75p.; For 1984 project summaries see ED 256 608.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); Employment; *Engineering; Engineering Education; *Federal Aid; *Federal Programs; Higher Education; Industry; Paraprofessional Personnel; *Program Descriptions; Research and Development; Science Education; *Sciences; Scientists; *Technology
IDENTIFIERS- Bibliometrics; National Science Foundation

The National Science Foundation's Division of Science Resources Studies (SRS) has a legislatively mandated responsibility to collect, compile, and analyze information related to science and technology resources and the outputs and impacts of those resources. The mandate constitutes a broad charter requiring diverse activities. The products of these activities are useful to a heterogeneous clientele, varying from governmental science and technology policymakers to institutional managers and research analysts. This compilation of project summaries has been prepared to provide various SRS users with a rapid overview of all current and recently completed SRS projects. All projects are either ongoing or completed during fiscal year 1985. The summaries include information on objectives, findings, methodology, authorship, and resulting publications/availability. Projects are organized in the following groups: (1) overview projects; (2) human resources (scientists, engineers, and technicians), subdivided according to characteristics, education, employment, and projections; (3) funding of science and technology, subdivided according to government, industry, universities and colleges and others; (4) outputs and impacts, subdivided according to innovations and inventions, bibliometrics, economic implications, and other areas; and (5) international science and technology. Lists of principal investigators and SRS intramural and extramural publications for 1975-1985 are provided in appendices. (JN)

ED 266 935 SE 046 446

Morris, Robert, Ed.
Studies in Mathematics Education, Volume 4. The Education of

binder).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; *Chemistry; Environmental Education; *Learning Activities; *Poisons; Primary Education; *Safety Education; Science Education; Toxicology; Units of Study; *Waste Disposal

This curriculum consists of a one-week course of study designed to introduce K-3 students to (or increase their awareness of) toxic substances commonly found in the home. It includes an introduction/conceptual framework and four learning activities for four concept areas (and an optional word puzzle). Each activity includes a statement of purpose, a list of materials needed (with overhead projector masters and ready-to-duplicate student handouts provided), an objectives statement, advice on classroom preparation and instructional strategies, and evaluation suggestions. The concepts fostered focus on the routine use of toxics, why toxics must be use and stored safely, how toxics may be mistaken for food items, and disposal concerns. The appendices include an annotated list of resource materials, a list of state hazardous and solid waste agencies containing additional information on household toxics and safety precautions, a chart of household products causing indoor air pollution, a resource sheet on chemical hazards in the arts, a list of environmental/health and safety curricula, a chart of first aid tips for poisoning, and a question and answer sheet on specific toxic "incidents." (JN)

ED 266 949 SE 046 461

Purin, Gina; And Others
Toxics in My Home? You Bet! Curriculum on Household Toxics for Grades 4-6.
Golden Empire Health Planning Center, Sacramento, CA.
SPONS. AGENCY- L. J. and Mary C. Skaggs Foundation.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 141p.; For related documents, see SE 046 460-463.
AVAILABLE FROM- Golden Empire Health Planning Center, 2100 21st Street, Sacramento, CA 95818 ($10.00 with binder; $6.00 without binder).
LANGUAGE- English

Experiments; Secondary Education; Temperature
IDENTIFIERS- *Computer Uses in Education

Science interfacing packages (also known as microcomputer-based laboratories or probeware) generally consist of a set of programs on disks, a user's manual, and hardware which includes one or more sensory devices. Together with a microcomputer they combine to make a powerful data acquisition and analysis tool. Packages are available for accurately measuring and monitoring one or more of the following: temperature; light intensity; sound intensity; frequency; pH; resistance; voltage; amperage; heart rate; respiration rate; wind speed; and others. This report: (1) provides an overview of science interfacing packages; (2) discusses how they are used in classrooms; (3) briefly considers related instructional issues; (4) lists available products, noting hardware requirements, grade level(s), and connection (circuit board or game paddles); (5) provides an evaluation summary for 16 packages; and (6) provides either a detailed description or a description and evaluation of 29 packages under these headings: temperature interfaces; light and timer interfaces; sound interfaces; health interfacing; multi-drive systems; and others. Information provided includes: title; cost; producer; hardware/software needed; grade level(s); required background of user; package components; system functions and data analysis features; and others. List of producers and information for building interface systems are provided in appendices. (JN)

ED 266 965 SE 046 477

Allen, Wendy Beard, Ed.; McLaughlin, Patty Owens, Ed.
Sea Sampler: Aquatic Activities for the Field and Classroom. Elementary, Grades K-6.
South Carolina Univ., Charleston. Sea Grant Consortium.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
REPORT NO.- SC-SG-TR85-1
PUB DATE- 85
NOTE- 101p.
GRANT- NA84AA-D-00058
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Experiential Learning; *Field Instruction; *Learning

Intended to engage students in a comparative look at local history in two upper Mississippi river towns (Winona, Minnesota and Dubuque, Iowa), this paper describes the computer-assisted component of an upper-level American Studies course. With emphasis on the 19th century, students examine the transition made by the United States from a traditional, rural, agricultural society to a modern, industrial, urban society. Using the computer-assisted instructional component, Statistical Package for the Social Sciences (SPSS), students rework data imaginatively so that insights, relationships, and patterns emerge from the data that form the basis for interpreting life and behavior in river towns during a period of dynamic change. Basic concepts and tasks include building and using an SPSS file; classification of quantified data; hypothesis formulation and testing; and the use of descriptive statistics in ways that improve reports and papers. Required texts and materials for the course are listed and the complete syllabus for the American Studies course entitled "American Studies: Modernization and Community" is appended. (LH)

ED 266 979 SO 016 902

Demery, Marie
College Art Course Outlines: Formats for the State of Texas Art Essential Elements.
PUB DATE- 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Art Appreciation; *Art Education; Course Objectives; *Curriculum Development; Curriculum Enrichment; Educational Objectives; Fine Arts; Higher Education; Teacher Education; Visual Arts
IDENTIFIERS- Texas

Texas, through a recent state legislative mandate, has initiated educational reform for its public school system and teacher education programs in colleges and universities. To implement this reform, the Texas Educational Agency has developed essential elements that are required to be integrated into such courses as the visual arts for a well-balanced curriculum. Four essential elements have been developed for art. These are: (1) awareness and

initially choose any level of arms development. The purpose of the game is to show under what conditions deescalation rather than escalation is a rational response to the burdens that an unrestricted arms race imposes on both sides. The strategic problem that the players face is to choose both an initial level of action (with an associated escalation probability) and a subsequent level of response (with an associated retaliation probability). The higher the level of arming, the greater the probability that the choice will be viewed as escalatory. A matrix representation and the rules of the game are provided in the text which also explains the payoffs, strategic choices, and their interpretations. Quantitative, sequential choices define the game, which contains an Escalation Equilibrium analogous to the non-cooperative outcome in "Prisoners' Dilemma," The game also contains a Deescalation Equilibrium, which is analogous to the cooperative outcome in "Prisoners' Dilemma," except that it is stable. Separate sections provide an introduction, a description of "Prisoners' Dilemma" in relation to the superpower arms race, a discussion of the Deescalation Game and suggestions for rational play, and conclusions. An appendix presenting the details of the game's analysis and calculations of the players maximum strategies and values concludes the paper. (LH)

ED 266 994 SO 016 963

LRE Ideas and Lessons on Citizenship/Law-Related Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

PUB DATE- Jun 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Citizenship Education; Citizenship Responsibility; Conflict Resolution; Critical Thinking; Decision Making Skills; *Laws; Learning Activities; Lesson Plans; Secondary Education; *Social Studies; Units of Study
IDENTIFIERS- *Law Related Education

Intended as springboards to help secondary school teachers implement lessons and activities in citizenship and law-related education (LRE), the lessons in this booklet represent a sampling of ideas that can readily be used in social studies and other

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); Coping; Curriculum Development; Ecology; *Environmental Education; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; Learning Activities; Secondary Education; Social Adjustment; Social Studies; Units of Study

One of a series of global education instructional units, this unit on environments was designed to be infused with existing social studies courses aimed at students in grades 5-12. Concept-based and skills-oriented, the curriculum provides opportunities for students to develop an understanding of the nature and character of diverse global natural habitats, of the need for humans to adapt to natural surroundings for purposes of survival, of how the process of adaptation has affected human cultural and societal development, and of how humans have developed the capacity to adapt on a global scale. Following an introduction, the importance of combining geography education, ecological studies, and a sociological perspective in enhancing a student's global awareness is emphasized. A series of charts showing the concept to be taught, the topic, essential student outcomes, performance indicators, and content are included and these are accompanied by charts listing specific activities, print and nonprint materials, enrichment activities, and suggestions for evaluation. A rationale statement concludes the curriculum. (LH)

ED 267 008 SO 016 987

Peters, Richard
The World in Microcosm: From John Dewey to Global Perspectives.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Jan 86
NOTE- 46p.; A product of the Humans & Environment Learning Project (HELP).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Educational History; Elementary Secondary Education; Experiential Learning; *Global Approach; *Intellectual History; *Interdisciplinary Approach; Public Education; *Social Studies; Systems Analysis; Systems Approach;

guide deals specifically with a philosophy of physical education which is consistent with current research, knowledge, and practice in the field. Goals and program objectives are given for elementary, middle, junior high, and senior high school levels. Sample K-12 student objectives, activities, and evaluation methods are outlined. Suggestions for student, teacher, and program evaluation, administration, management, and instruction are included. Ways in which to integrate physical education with other subjects are described. Appended are sample forms, checklists, lesson plans, and information on tests and other items for physical education programs in Wisconsin. (CB)

ED 267 025 SP 027 200

Mares, Kenneth R.; And Others
Providing Precollegiate Assistance for High School Athletes in a Big City School District.
PUB DATE- Jan 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; *Athletics; *College Preparation; *College School Cooperation; Higher Education; High Schools; *Transitional Programs

The purpose of the 1985 Summer Program for High School Athletes was to develop and conduct a pilot program that would acquaint high school athletes with information and skills to better prepare them for the transition from high school to higher education. The University of Missouri-Kansas City conducted the 2-week program in conjunction with the Kansas City School District and resource persons in the community to better prepare high school athletes for the adjustments that must be made for a successful transition to university level athletics. A variety of themes and topics in the curriculum were selected to help students prepare for a career in college and thereafter. Curriculum components included: athletic injuries and treatment methodologies; community commitment; diagnostic assessment in reading; ethics; interviewing; leadership; nutrition; parental concerns; recruiting; self awareness/stress; study skills; substance abuse; test taking skills; and future considerations. Appropriate cooperation between a university, a school district, and other community institutions and resources can help high school athletes prepare for a successful transition. (CB)

PUB DATE- 86
NOTE- 194p.; Document contains light type.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Professional Development; *Staff Development; *Teacher Effectiveness; *Teacher Improvement

Eleven authors, writing from different vantage points and offering different kinds of expertise, were asked to respond to a teacher-initiated professional development activity. Researchers were chosen who hold very diverse views and conducted very different kinds of studies. Other professionals were also asked to respond. They included a classroom teacher, a teacher center specialist, a staff developer, a curriculum developer, and a principal. The following papers are presented: (1) "Developing Teachers Not Just Techniques" (Douglas H. Heath); (2) "Using Time Effectively: A Self-Analytic Approach" (Jane A. Stallings); (3) "Trusting Teachers to Know What's Good for Them" (Betty Dillon-Peterson); (4) "Consulting with Technical Instructors in a Business Environment" (Lyn Corno); (5) "The View from Next Door: A Look at Peer 'Supervision'" (Valerie Bang-Jensen); (6) "Teacher Expectations: A Framework for Exploring Classrooms" (Thomas L. Good and Rhona S. Weinstein); (7) "Staff Development Through a Collegial Support Group Model" (Sam Rodriguez and Kathy Johnstone); (8) "Thinking About Teaching" (Gary A. Griffin); (9) "Working with Teachers: The Advisory Approach" (Maja Apelman); (10) "Tasks in Times: Objects of Study in a Natural History of Teaching" (Frederick Erickson); and (11) "The Classroom Teacher and Curriculum Developer: A Sharing Relationship" (Kathlen Dunlevy Morin). A twelfth paper, "Working Together to Improve Teaching" (Karen Kepler Zumwalt) explores the differences and similarities among the authors of the 11 invited papers. (JD)

ED 267 042 SP 027 307

Evans, Sally; And Others
A Comprehensive Plan for Attracting Able Students to Teacher Education.
PUB DATE- 24 Feb 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Association

policy-making in the ministry of education and a shortage of well-trained teachers, and the main strengths lie in the growth of demand for English instruction and awareness of needs in the field. (MSE)

ED 266 660 FL 015 504

Chile. English Teaching Profile.

British Council, London (England). English Language and Literature Div.

PUB DATE- Nov 85

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accreditation (Institutions); Adult Education; Articulation (Education); Continuing Education; Creative Writing; Developing Nations; *Educational Trends; Elementary Secondary Education; *English (Second Language); English for Special Purposes; Foreign Countries; Higher Education; Information Sources; Instructional Materials; Language Enrollment; Language of Instruction; Language Research; *Language Role; *Language Teachers; *Language Usage; Teacher Education; Technical Assistance; Testing; Trend Analysis

IDENTIFIERS- *Chile

A review of English language usage and instruction in Chile describes the role and status of English in society and outlines the situation of English-as-a-second-language instruction within the educational system at all levels. The profile covers the following areas: the characteristics, qualifications, and pre- and in-service training of English teachers; curriculum and testing; choice and availability of instructional materials; educational administration in relation to English teaching; development and planning of English instruction; instruction outside the educational system; British and other international support for English instruction; commercial opportunities for English language goods and services; the status of creative writing and current research; and further information sources. It is concluded that the demand for English instruction has remained relatively high in Chile, but that recent political and economic trends have limited English language instruction and teacher training; recent language program results have been poor. Anticipated trends include growth in instruction in English for special purposes, continued emphasis is accomplished by rote-learning rather than creative construction or the ability to use language generatively in a variety of contexts. However, within the very restricted realm of the texts in question, the language behavior is generative. This finding suggests that people can learn enough language to do tasks simply by doing the tasks repeatedly; in turn doing things that involve the use of language may be the most economical way of learning language, if not the most efficient. The appendices include a job instruction sheet and checklist of safety regulations. (MSE)

ED 266 675 FL 015 521

Gascoyne, Richard C.
Latin for Communication: New York State Syllabus. A Paper .
PUB DATE- 29 Dec 85
NOTE- 8p.; Paper presented at the Annual Meeting of the American Philological Association (Washington, DC, December 29, 1985). For a draft of the Syllabus, see ED 262 611. Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Instructional Materials; Language Skills; *Latin; Reading Skills; Secondary Education; Second Language Instruction; *State Curriculum Guides; *State Standards
IDENTIFIERS- New York State Regents

The New York State Board of Regents has produced a Latin syllabus, based on current second language acquisition research, that stresses functional communication skills rather than traditional linguistic elements. The focus of the syllabus is direct communication from the ancient to the modern world through reading skills, supported by writing and, to a lesser extent, by listening and speaking skills. The syllabus incorporates development in logical and productive thinking and cultural awareness. The concept of communication as interaction on a particular topic, in a specific situation, for a definite purpose or function is the foundation of the syllabus. The elements of topic, situation, function, and proficiency level are identified for elaboration in the process of curriculum development. The syllabus insists on a continuity in the development of both language and cultural skills from Latin to English, and it provides proficiency guidelines for

41 (see FL 015 537). Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Group Discussion; Interviews; *Language Proficiency; *Language Styles; *Language Tests; Role Playing; Secondary Education; Second Language Instruction; *Speech Communication; Student Attitudes; Test Reliability
IDENTIFIERS- *Israel

A study was designed to develop a number of tests of oral proficiency and to compare those tests with the existing, highly subjective testing method used at the end of secondary school in Israel. The study used four experimental tests: the oral interview, role playing, reporting task, and group discussion. The experimental tests were analyzed for the extent to which they discriminate among levels of oral proficiency, interrater reliability, and student attitudes. Comparison with the traditional test was based on mean scores, standard deviation, distribution of scores, and correlations. In addition, the relationships among the four experimental tests regarding their representation of different speech styles were examined. It was found that the experimental tests were appropriately discriminatory as a group, that they had content validity, and that student attitudes toward them were favorable. They were found to be preferable to the existing oral test for providing meaningful information; some evidence that they address different constructs of oral proficiency was also found. It is recommended that new tests be introduced into the national educational system. (MSE)

ED 266 691 FL 015 547

Voss, Bernd
Language Testing in German Secondary Schools--Theory and Practice.
PUB DATE- 85
NOTE- 20p.; In: Language Testing in School. AFinLA Yearbook 1985. No. 41 (see FL 015 537). Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Criterion Referenced Tests; English (Second Language); Foreign Countries; Language Proficiency; *Language Tests; Norm Referenced Tests; Scoring;

Universities, Suite 750, 122 C Street, N.W., Washington, DC. 20001 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dependents; *Federal Aid; Full Time Students; Grants; Higher Education; *Parent Financial Contribution; *Private Colleges; *State Aid; Student Employment; *Student Financial Aid; Student Loan Programs; Undergraduate Students; Work Study Programs
IDENTIFIERS- College Costs; College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; Supplemental Educational Opportunity Grants

Sources of funds for students at private colleges are assessed, along with major changes in student financial aid during 1979-1984, based on the Student Aid Recipient Data Bank of the National Institute of Independent Colleges and Universities. A random sample of actual student financial aid records was examined in order to show how aid is distributed among full-time undergraduates who are dependent on their parents, with attention to the contribution of students and their parents, federal and state aid, and aid from colleges and universities. Findings include: more than 1,200,000 students attending private colleges in 1983-1984 received one or more forms of federal aid; among federal aid recipients, the share of college expenses paid by students and their parents increased to 65.5% in 1983-1984; while more than 75% of all federal aid recipients received Pell grant aid in 1979-1980, by 1983-1984 the number declined to 43.7% of federal aid recipients; about half of all federal aid recipients attending private colleges also received state grants; and three of every five federal aid recipients who attend private colleges also receive grant aid from the college or university they attend. Data on the distribution of funding by type of institution is provided for Pell Grants, Supplemental Educational Opportunity Grants, College Work-Study funds, National Direct Student Loans, and Guaranteed Student Loans. (SW)

ED 266 705 HE 018 966

Shingleton, John D.; Scheetz, L. Patrick
Recruiting Trends 1985-86. A Study of 710 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.
Michigan State Univ., East Lansing. Placement Services.
PUB DATE- 2 Dec 85

AVAILABLE FROM- Maryland Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Black Students; Change Strategies; *College Desegregation; Degrees (Academic); Educational Objectives; Employment Patterns; *Enrollment Trends; *Equal Education; Governing Boards; Master Plans; *Postsecondary Education; Racial Distribution; State Colleges; *Statewide Planning; White Students
IDENTIFIERS- *Maryland; *Public Colleges

The 1983-1984 report on the postsecondary desegregation progress in Maryland is presented. The goals of the 1980 plan, the status of attainment of the goals, and recommended corrective action are indicated. The goals concern the following areas: undergraduate accessibility; graduate/first professional accessibility; enrollment in fields where blacks are underrepresented; undergraduate retention; student financial aid; the employment of administrators, faculty, and professional employees; enhancement of historically black institutions; governing boards; and evaluation and implementation. For nine state institutions, a chart provides information on goals and recommendations, current activities, and proposed activities. For the state as a whole, data are presented on enrollments, degrees granted, employment, and governing boards. Enrollment data are provided for 1979, 1980, and 1984 and for the enrollment of black students in the state's 31 public postsecondary institutions. Degrees awarded by field and the proportion of black students are reported for 1979-1980 and 1983-1984. Employment data are provided for 1979 and 1984. Appended is a copy of the Equal Educational Opportunity Annual Institutional Report, which is completed by each campus. (SW)

ED 266 718 HE 019 088

Andersen, Charles J.
Student Financial Aid to Full-Time Undergraduates, Fall 1984. Higher Education Panel Report Number 68.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Jan 86

Jones, Kelsey A.
An Environmental Approach to Environmental Health, Occupational Safety, and Institutional Security.
District of Columbia Univ., Washington, D.C.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *College Environment; *Crime Prevention; Higher Education; Needs Assessment; *Occupational Safety and Health; Quality of Life; *School Security; *Security Personnel; Stealing; *Urban Universities
IDENTIFIERS- *University of the District of Columbia

Senior administrators at the University of the District of Columbia (UDC) guided the investigation of the college's safety and security. Through interviews, it was found that key concerns were protection of facilities (property), safety/security of university personnel, and the institution's public. An environmental approach to safety and security addressed both the reality and fear of crime. Advanced students in the department of criminal justice initiated an investigation of the quality of life at Forest Creek Aparements designed to involve residents in a comprehensive crime watch program, reduce and deter possible crimes of theft, and assume a shared responsibility for access and surveillance. A focus on the physical setting was designed to engender a feeling of security and freedom of movement. This positive response was expected to promote a shift in self-perception, to erode an internalized image of being the victim in one's own environment. The change in the environment was thought to create a change in attitude that provides initiative to detecting and responding to crime. This environmental approach to security was proposed for UDC. Philosophical views concerning the individual's relationship to the environment were also considered. The interviews identified specific needs concerning security. Interview questions and answers are included. (SW)

ED 266 731 HE 019 101

Long, Thomas J.; And Others
Completing Dissertations in the Behavioral Sciences and Education. A Systematic Guide for Graduate Students.
REPORT NO.- ISBN-0-87589-658-8
PUB DATE- 85
NOTE- 210p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94194 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advisory Committees; Behavioral Science Research; *Doctoral Dissertations; Educational Research; Guidelines; Higher Education; *Masters Theses; *Research Methodology; Research Proposals; Resource Materials; Social Science Research; *Student Research; Supervision; *Writing (Composition)

Practical guidance is offered to masters and doctoral students on planning, developing, completing, and defending theses and dissertations. The objective is to meet the specific needs of students doing research in education and in the social and behavioral sciences, including psychology, social work management, health sciences, and communication. Chapter topics are as follows: professional and personal problems that may impede a student's progress toward a completed dissertation and a degree; selecting and developing a researchable topic; the use of library services, materials, and personnel; issues students should consider in selecting a dissertation director and advisory committee; the organization and writing of the dissertation proposal; research sample, instruments, and data analysis; usual procedures for getting a proposal approved; professional aids available to students and the ethics of using them; the structure of the dissertation; and the final oral defense. Appendices include: a detailed timeline, in graphic form, showing all the stages of the dissertation process; a brief description of the six types of research most commonly found in dissertations; and a bibliography that includes directories of funding sources (e.g., on-line databases of funding sources), style manuals, and statistical manuals. (SW)

ED 266 745 HE 019 115

ED 266 758 HE 019 143

Levy-Reiner, Sherry, Ed.
Crossing the Boundaries.
Association of American Colleges, Washington, D.C.
PUB DATE- Mar 86
NOTE- 17p.
AVAILABLE FROM- Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Area Studies; *College Programs; Decision Making; Environmental Education; General Education; Higher Education; *Interdisciplinary Approach; *Liberal Arts; Nontraditional Students; Social Problems; *Team Teaching; *Technical Education; Technology; *Undergraduate Study; Values Education
IDENTIFIERS- Bowdoin College ME; Brown University RI; California State Polytechnic University Pomona; Canadian Studies; Lafayette College PA; Memphis State University TN; Ohio Dominican College; Rhodes College TN; Saint Lawrence University NY; William Jewell College MO

Interdisciplinary programs at nine colleges and universities are described. An introductory essay, "Reflections from an Interdisciplinary Milieu," by Donald N. Levine discusses the benefits of an interdisciplinary emphasis for undergraduate education. The following programs are featured: Bowdoin College's environmental studies program; Brown University's interdisciplinary courses; an interdisciplinary option for technical education students at California State Polytechnic University-Pomona; senior colloquium focusing on social issues at Lafayette College; University College at Memphis State University, which provides interdisciplinary offerings and special programs for students whose educational needs are not met by traditional avenues of study; Ohio Dominican College's liberal studies course which covers ancient and modern readings that pertain to the themes of reason and faith; a 3-year interdisciplinary program at Rhodes College that covers the interlocking nature of food production and consumption; St. Lawrence University's Canadian Studies program, which is both interdisciplinary and cross-cultural; and William Jewell College's interdisciplinary general education program of six courses that emphasizes decision making and values. An annotated bibliography on resources is included. (SW)

video in teaching study skills and to discover: (1) the overall attitudes of students toward computer-directed instruction (CDI) as compared to traditional teaching methods; (2) whether two groups, instructed via CDI and traditional methods, differed significantly in knowledge of test-taking after the treatment; and (3) whether the two groups differed in the amount of time spent in CDI as opposed to traditional instruction. A total of 32 students enrolled in College of Education study skills classes (16 females, 16 males) were randomly assigned to treatment and comparison groups after a pre-treatment evaluation was conducted to insure that the final groups would not differ significantly in an extraneous variable that might influence the outcome of the study. Treatment consisted of identical content delivered to students via two methods of delivery: traditional instruction and CDI. Following the administration of the treatment, a measure of knowledge acquisition on the lesson on test-taking was administered to both groups. Analysis of the data indicated that: no differences beyond chance were found between the groups on measures of attitude toward computer-directed instruction and traditional teaching approaches; the two groups differed in knowledge of test-taking--students receiving computer-directed training were able to pass the test with a significantly higher score than the comparison group; and the computerized phase took approximately one-half the time required for the traditional lesson. Recommendations for further research and a list of references complete the document. (JB)

ED 266 772 IR 011 990

Meyer, John H.
What Classroom Teachers Would Love to Tell Administrators about Computers or How to Successfully Introduce Computers into Your School District's Curriculum.
PUB DATE- 11 Oct 85
NOTE- 10p.; Paper presented at the Annual Conference of the Educational Computing Consortium of Ohio (Columbus, OH, October 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Adoption (Ideas); *Change Strategies; Computer Literacy; Computer Software; *Curriculum Development;

Trochim, Mary Kane; And Others
Measuring the Book Circulation Use of a Small Academic Library Collection: A Manual.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
REPORT NO.- ISBN-0-918006-50
PUB DATE- Oct 85
NOTE- 86p.; Parts of document printed on colored paper.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 ($40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Libraries; Guidelines; Library Administration; *Library Circulation; Library Collections; *Library Research; Research Design; *Research Methodology; *Use Studies

The process described in this manual is designed to help small academic libraries systematically study the use of their circulating book collections. Originally developed in 1980, the manual has been used successfully in several small college libraries, both with and without assistance from outside consultants. In most cases, the study can be completed within 3 to 6 months with a comparatively small investment in staff training and supervision. After the preliminary steps of reviewing relevant information and deciding that the study should be conducted, the process consists of these stages: (1) deciding whether the library can carry out the study methodology on its own or if it requires assistance from other campus or external sources; (2) selecting the faculty and staff advisory group; (3) deciding on the appropriate data collection method; (4) training the data collectors; (5) collecting the data; (6) compiling, analyzing, and interpreting the data; (7) reviewing the results with the advisory group and other faculty and staff members; (8) developing recommendations for applying the results; and (9) implementing the resulting recommendations. A case study of the Lake Forest College survey experience, a four-page, selective bibliography, and a data collection and analysis guide with the necessary forms and sample data analyses are included. (THC)

The University of California (UC) system campuses provide various bibliographic instruction courses in behalf of undergraduates' needs. At the University of California, Berkeley, a new experimental course was offered by the library in the fall quarter 1968: "Bibliography 1-X: How to Use the University of California Library" (Bib 1). From fall 1968 through spring 1985, approximately 12,000 undergraduate students completed the course. It has been administered by the American Library Association (ALA)-accredited graduate School of Library and Information Studies, even though it is unrelated to the professional programs of librarianship and information science. Bib 1 began as a four-credit elective bibliographic instruction course offered in multiple sections each quarter, and was later changed to three credits each semester. Taught by a staff of university librarians, doctoral students, and other persons, it has attracted students from all levels, but especially lower division and transfer students. It has also attracted people outside the campus. This paper describes its history, which is unique in its combination of durability, attachment to a professional library school, volume of enrollment, relatively small classes, popularity, and acceptance in the local academic structure. (THC)

ED 266 800 IR 051 455

Beaudiquez, Marcelle
Bibliographic Services throughout the World. Supplement: 1981-1982 = Les services bibliographiques dans le monde. Supplement, 1981-1982.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/5
PUB DATE- 85
NOTE- 281p.
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cataloging; Developed Nations; *Developing Nations; *Information Sources; Interlibrary Loans; *International Cooperation; International Organizations; International Programs; *Library Collections; *Library Cooperation; *National Libraries; National Programs; Questionnaires; Resource Materials; Surveys
IDENTIFIERS- *National Bibliographic Service; National

education, including suggested modifications of the SBCCOE's evaluation processes and procedures; (7) vocational teacher preparation, including statements on teacher training and qualifications; and (8) articulation and student transfer, including suggestions to make the process of transfer at the same level and between educational levels easier and less frustrating. A list of participants in the CVA "Think Tank" concludes the report. (EJV)

ED 266 813 JC 860 092

Young, Frank
Transfer Education: San Mateo County Community College District. Board Report Numbers 85-4-1C and 85-12-2C.
San Mateo Community Coll. District, Calif.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; *Enrollment Trends; Grade Point Average; High School Graduates; Questionnaires; School Surveys; *Student Characteristics; Student Educational Objectives; *Transfer Programs; Two Year Colleges; *Two Year College Students

In 1984, a study was conducted in the San Mateo County Community College District (SMCCCD) to examine the state of transfer education in the district. During the first phase of the study, available data were gathered and examined with respect to: (1) flow of district transfers to the University of California (UC) and California State University (CSU) systems; (2) comparison of decline in San Mateo County high school seniors with decline in SMCCCD transfers to UC and CSU; (3) fall transfers to UC and CSU contributed by each SMCCCD campus; (4) ethnic distribution of UC and CSU transfers and district freshmen age 19 and under; (5) first-year academic performance of district transfers to CSU and UC; and (6) number of county high school graduates, 1970 to 1983. During the second phase of the study, a survey was conducted to identify SMCCCD students who planned to transfer to a four-year college or university and to determine when and where they intended to transfer. The survey, which was completed by 2,983 spring 1985 SMCCCD students, solicited information on selected student

ED 266 826 JC 860 118

Jordan, Sue A.
Vocational Graduate, No Formal Award, and Early Leaver Follow-Up Survey Results, 1983-1984.
Lane Community Coll., Eugene, Oreg.
PUB DATE- Nov 85
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Dropouts; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup

In spring 1984, a follow-up survey was conducted to gather data about the activities and perceptions of Lane Community College (LCC) students after leaving the institution. The survey focused on graduates, "no formal award completers" and "early leavers" of the 50 vocational programs offered at LCC. Overall, 623 former students responded to the survey for a response rate of 57.5%. Study findings include the following: (1) among "early leavers" (i.e., those enrolled during fall 1983, but not during fall 1984), 51.7% were 28 years old or younger, 12.2% were ethnic group members, and 30.8% were disadvantaged or handicapped; (2) "no formal award completers" (i.e., students who had achieved 70 or more credits and did not return to LCC in fall 1984) had the highest percentage (37.6%) of respondents currently attending school; (3) the majority of those currently in school indicated that their studies related to their training at LCC; (4) 79.6% of the graduates were employed; (5) 24.0% of the graduates, 11.0% of the "no formal award completers" and 10.9% of the "early leavers" were earning $1,500 or more per month; (6) 85% of graduates rated technical knowledge and skills training at LCC as either good or very good; (7) the primary reasons "early leavers" left LCC were lack of money and dissatisfaction with their academic performance; and (8) the primary reasons "no formal award completers" left LCC were to transfer and lack of money. The questionnaire and respondent comments are included in the report. (LAL)

included. (LAL)

ED 266 839 JC 860 133

Head, Ronald B.

Results of the Survey of the PVCC Graduates of the Class of 1985. Research Report Number 4-85.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

PUB DATE- Dec 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *College Graduates; Community Colleges; Education Work Relationship; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Two Year Colleges; Vocational Followup

A survey of 1985 Piedmont Virginia Community College (PVCC) graduates was conducted in June, 1985, to determine the effects of a PVCC education on the work lives and future educational prospects of these graduates. Surveys were distributed to students who attended graduation rehearsal and by mail. Study findings, based on responses from 67.3% of the 248 graduates of 1985, included the following: (1) the typical degree graduate was a female, full-time, day student, while the typical diploma or certificate graduate was a male, part-time, evening student; (2) 45.5% of the respondents were part-time students, compared to 24% in 1983; (3) the percentage of part-time associate in applied science graduates rose from 18% in 1983 to 46.2% in 1985; (4) over half of the 1985 graduates were working full-time in career fields related to their studies at PVCC; (5) only 21% of the associate in arts/associate in sciences graduates were employed full-time in career-related fields; (6) 13.2% were unemployed; (7) 30.5% indicated they would continue their college education; and (8) 48.3% of those planning to continue their education had already been accepted by institutions of higher education. The questionnaire and extensive data tables are appended. (LAL)

model includes variables such as job satisfaction, work atmosphere, interactions between children and personnel, children's perceptions of center atmosphere, children's social behavior, and two contrasting sets of staff attitudes toward child rearing which focus on either "future-oriented" or "present-oriented" control strategies. The child rearing attitudes of an entire municipality were investigated, and 12 day care centers were selected in which personnel exhibited contrasting attitudes toward child rearing. In the selected centers, interviews with personnel and measurements of children's attitudes were carried out. Instruments used in the study are appended. (RH)

ED 266 854 PS 015 650

Jonsson, Arne
Daghemsklimat: Uppfostringsattityder, engagemang och kanslor infor arbetet hos daghemspersonal. (Attitudes of Child-Rearing, Engagements and Feelings towards Work by Personnel at Day-Care Centers).
Linkoping Univ. (Sweden). Pedagogiska Inst.
SPONS. AGENCY- Swedish Delegation for Social Research (Sweden).
PUB DATE- 83
NOTE- 66p.; For related documents, see PS 015 648-654.
LANGUAGE- Swedish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; *Child Rearing; *Day Care Centers; Early Childhood Education; Employment Experience; Foreign Countries; *Organizational Climate; Questionnaires; Socialization; *Teacher Attitudes; *Teacher Background; Teacher Behavior; Teacher Participation
IDENTIFIERS- *Sweden

Approximately 900 employees in the day care centers in one Swedish commune answered a questionnaire measuring child rearing attitudes and personnel's engagement and feelings concerning their work with the children. The child rearing attitudes were described as either "present-focused" or "future-focused." Of particular interest in this investigation was the issue of how answers to the questionnaire were related to such variables as type of education, age of respondent, length of day care employment, and whether or not personnel had children of their own. Findings indicated that personnel older than 35 years were more future-focused towards made their job better, and increased their salary. Also assessed were the propositions that the impact of certification on the recipient would differ according to the recipient's level of educational achievement at the time the credential was earned and according to the population density of the area in which the CDA was employed. Data were collected using a questionnaire specifically designed for the study. Participants were 184 out of 374 CDA recipients in Illinois (49%). Results are discussed and the questionnaire is appended, along with comments made by respondents. (RH)

ED 266 869 PS 015 672

Hill-Scott, Karen
Diversity: An Approach to Child Care Delivery.
PUB DATE- 16 Oct 85
NOTE- 14p.; Paper presented at the Annual Conference of the National Black Child Development Institute (15th, Washington, DC, October 16-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Child Caregivers; *Day Care; Day Care Centers; *Delivery Systems; Early Childhood Education; Family Day Care; *Public Support; *State Aid; *State Programs
IDENTIFIERS- *California; *Diversity (Institutional)

Child care services differ in terms of types of arrangements, providers, programs, delivery systems, and children served. This diversity is needed to provide black children with as many opportunities as possible for a good start in life and to avoid limiting them to the one publicly funded child care center in a neighborhood. California's system of child care services provides an example of diversity; the state subsidizes 15 different program types, ranging from child care for migrant workers (located on farm sites) to child care and parent training for teen mothers (located on the high school campus) to alternative payment programs where parents choose the care they want and the state pays the cost. Linking these programs together for the consumer is a network of state funded Child Care Information and Referral Services which provides, free of charge to any parent who calls, information and a referral to the child care arrangement which meets their needs. Despite problems, California is one state in which diversity has been successfully implemented. Some generic outcomes of the fund. (RH)

ED 266 883 PS 015 700

McClean, Holly, Comp.; And Others
Directory of Child Day Care Centers. Volume 1: Northeast.
REPORT NO.- ISBN-0-89774-256-7(V1)
PUB DATE- 86
NOTE- 432p.
AVAILABLE FROM- The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483 ($62.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Development Centers; *Day Care; *Day Care Centers; Early Childhood Education; Nursery Schools; Reference Materials; School Age Day Care
IDENTIFIERS- *United States (Northeast)

Part of a four-volume directory on child care facilities in the United States, volume 1 provides information on nearly 13,000 day care facilities in the states of Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Virginia, West Virginia, and the District of Columbia. Drawing on current information provided by each state government, the directory lists licensed facilities. Arranged alphabetically by state and city, each entry includes the name and address of the facility and, in most cases, provides the contact name, telephone number, capacity, and age range served. An appendix describes how each state licenses its day care facilities and lists the contact office for more information. The directory also contains an alphabetical listing of facilities by name. Other volumes in the series cover Western, Southern, and North Central United States. (DST)

ED 266 884 PS 015 701

Child Care: Employer Assistance for Private Sector and Federal

Part of a series designed to help community groups engage in discussion on the possibility of individual and community transformation, this guide explores the issues of stereotyping, prejudice, and discrimination. Characteristics of stereotyping and factors producing prejudice (personality, learned beliefs, frustration, and economic competition) are outlined. Tactics used by prejudice people to rationalize negative/erroneous pre-judgments of people are illustrated. Consequences of prejudice for the victum (loss of self-respect, feelings of humiliation, inferiority, insecurity, disillusionment, unhappiness, helplessness, hopelessness, frustration, fear, and apathy) are discussed. The text is intended to be read aloud by the group facilitator with frequent pauses for discussion. It is accompanied by a brief reading list, activities, and discussion questions to review what has been learned, explore aspects of the discussion more fully, and apply what has been learned to one's own situation and community. (NEC)

ED 266 896 RC 015 600

The Transforming Power of a New Vision. Adult Education Series. Discussion Paper Four.

Lethbridge Univ. (Alberta). Four Worlds Development Project.

PUB DATE- 84

NOTE- 29p.; For related documents, see ED 262 924-926 and RC 015 597-605.

AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; Alcohol Education; *American Indian Education; Aspiration; Bias; *Canada Natives; *Community Change; *Cultural Influences; Discussion (Teaching Technique); Drug Education; Foreign Countries; *Holistic Approach; *Individual Development

IDENTIFIERS- Canada; Four Worlds Development Project (Alberta); Medicine Wheel; *Spiritual Development

Part of a series designed to help community groups engage in discussion on the possibility of individual and community

characteristics of schools and communities forming the MMSSC and a short list of references. (JHZ)

ED 266 909 RC 015 633

Garcia, Eugene E., Ed.; Padilla, Raymond V., Ed.
Advances in Bilingual Education Research.
PUB DATE- 85
NOTE- 332p.
AVAILABLE FROM- University of Arizona Press, 1615 East Speedway, Tucson, AZ 85719 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education; Bilingualism; Code Switching (Language); Cultural Pluralism; *Educational Policy; Educational Research; *Educational Theories; Elementary Secondary Education; English (Second Language); Hispanic Americans; *Language Acquisition; Language Maintenance; *Language Research; Language Usage; Limited English Speaking; Mexican Americans; Non English Speaking; Public Opinion; *Second Language Learning; Spanish Speaking; Teacher Supervision; Teaching Methods

Papers on theory, technology, and public policy in bilingualism and bilingual education are collected in this volume designed to fill the need for systematic, high quality research related to bilingual populations in the United States. Part 1, "Language and Culture," contains five papers that discuss first and second language development, code-switching, language use, and personality development in multilingual/multicultural populations. Part 2, "Educational Perspectives," presents five papers relevant to practitioners. Topics are specific to teaching and learning and include language use in bilingual classrooms, parents' and educators' opinions about bilingual education, language and culture maintenance, cognitive development of minority children, and a model for teacher supervision in bilingual programs. In the third and final part, "Policy Issues," three papers provide projections on ethnolinguistic group populations, institutionalization of bilingual education, and an analysis of the political context of bilingual education. (JHZ)

enterprise or activity, content to be covered, student objectives, interest approach, practical applications, additional activities, review questions and answers, and masters for student worksheets. The lesson topics are: "Understanding the Community," "Relating Vocational Agriculture and the Community," "Identifying Community Needs," "Identifying Potential Projects," "Deciding on the Project," "Getting Ready for Action," "Making Things Happen," and "Learning from What We Did." (NEC)

ED 266 922 RC 015 648

Clouse, James; Cary, Lee
Community Development...FFA Style. Student Manual.
Future Farmers of America, Alexandria, VA.
SPONS. AGENCY- Department of Education, Washington, DC.; Reynolds (R. J.) Industries, Inc., Winston-Salem, NC.
PUB DATE- Sep 83
NOTE- 34p.; For related documents, see RC 015 646-649.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Community Development; Experiential Learning; *Improvement Programs; Leadership Training; *Learning Activities; Program Development; Program Guides; *Rural Development; Rural Education; Secondary Education; Units of Study
IDENTIFIERS- *Building Our American Community Program; *Future Farmers of America

Part of an effort to implement the 15-year old Building Our American Communities Program in secondary schools, this student handbook provides detailed information for designing, implementing, and evaluating community development projects. Each chapter presents introductory and background information, student objectives, related activities, and review questions. The topics addressed in each chapter are: "Understanding the Community," "Relating Vocational Agriculture and the Community," "Identifying Community Needs," "Identifying Potential Projects," "Deciding on the Project," "Getting Ready for Action," "Making Things Happen," and "Learning from What We Did." Suggested activities include mapping community facilities and service areas, identifying activities related to community development, determining what residents think about the community, creating a project performance checklist, making project committee assignments, and conducting a

Secondary School Teachers of Mathematics.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ISBN-92-3-102142-7
PUB DATE- 85
NOTE- 187p.; For the preceding volumes, see ED 197 943, ED 215 866, and ED 247 129.
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Curriculum Development; *Educational Trends; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Microcomputers; Problem Solving; Secondary Education; *Secondary School Mathematics; *Sex Differences; Statistics; *Teacher Education
IDENTIFIERS- China; *Mathematics Education Research; Zimbabwe

This three-part volume addresses topics and issues related to the education of secondary school mathematics teachers. The first part focuses on six contemporary trends in secondary school mathematics which bear heavily upon initial training. They include: the current concern for problem-solving; the influences of environmental change on mathematics education; sex differences in mathematics achievement (suggesting strategies to reduce the gap); impact on the curriculum of the common availability of calculators and the increasing availability of microcomputers; the traditional content of the mathematics curriculum (algebra, analysis, and geometry); and the place of statistics in the secondary school mathematics curriculum. The first part concludes with a detailed and comprehensive discussion of the place of mathematics within other subjects. The second part is devoted to providing support for classroom teachers, focusing on in-school support, the rewards of membership in professional organizations, and the provision of in-service education. The third part consists of two case studies. The first describes in detail the evolution of the mathematics curriculum in China since the state came into being; the other describes a project initiated in Zimbabwe, the aim of which has been to design a learning "package" for students. (JN)

ED 266 936 SE 046 447

Garmulewicz, Liza Ireland

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; *Chemistry; Environmental Education; Hazardous Materials; Home Economics; Intermediate Grades; *Learning Activities; *Poisons; *Safety Education; Science Education; *Toxicology; Units of Study; *Waste Disposal

This curriculum consists of a one-week course of study designed to introduce students in grades 4-6 to (or increase their awareness of) toxic substances commonly found in the home. It includes an introduction/conceptual framework, four lessons, a unit evaluation, and appendices. Each lesson consists of a statement of purpose, objectives, materials/equipment list (with overhead projector masters and ready-to-duplicate student handouts provided), time allocation, teaching procedures, and a form of evaluation capable of measuring the achievement of the objectives. The concepts fostered focus on the routine use of potentially toxic products, how household toxics can adversely affect health, how unsafe disposal can affect health/environment, and the availability of safer substitutes. The appendices include an annotated list of resource materials, a list of state hazardous and solid waste agencies containing additional background information on household toxics and safety precautions, a chart of household products causing indoor air pollution, a resource sheet on chemical hazards in the arts, a list of environmental/health and safety programs, a chart of first aid tips for poisoning, and a question and answer sheet on specific toxic "incidents." The curriculum is appropriate for use in a variety of subject areas, including health and safety, home economics, physical sciences, environmental sciences, and young mothers programs. (JN)

ED 266 950 SE 046 462

Purin, Gina; And Others
Toxics in My Home? You Bet! Curriculum on Household Toxics for Grades 7-8.
Golden Empire Health Planning Center, Sacramento, CA.
SPONS. AGENCY- L. J. and Mary C. Skaggs Foundation.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 138p.; For related documents, see SE 046 460-463.
AVAILABLE FROM- Golden Empire Health Planning Center, 2100 21st Street, Sacramento, CA 95818 ($10.00 with binder; $6.00 without

Activities; Marine Biology; *Marine Education; Oceanography; *Outdoor Activities; Physical Environment; Science Education; *Secondary School Science
IDENTIFIERS- South Carolina

The samplers of aquatic activities that are contained in this guide have been reviewed and trial tested for use with both elementary and secondary level students. The activities were a result of South Carolina Sea Grant's efforts to expand marine education opportunities in the state. The table of contents alphabetically lists the activities according to whether they are for field or classroom use and indicates their related content and skill areas. A title page for each activity includes information on the activity's source, related subject and skill areas, and recommended grade levels. Student activity sheets are provided for several of the samplers and can be duplicated for classroom use. The following are representative of the offerings: beach exploration; freshwater marsh succession; salt marshes; ocean currents; Japanese fish printing; clam siphons; and rocks and shells. References and ordering information are also provided. (ML)

ED 266 966 SE 046 478

Hilton, Thomas L.; And Others
Science Indicators from National Assessment and Other Sources. National Assessment of Educational Progress. Part 2: Analysis of National Assessment Results and Related Data. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Oct 85
NOTE- 57p.
GRANT- G-85-2006-P4
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advanced Placement; *Educational Assessment; Elementary Secondary Education; *Mathematics Education; *Science Education; Scores; *Test Interpretation; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress; National Teacher Examinations; *Science Indicators

This study investigated ways of making present and past results of the National Assessment of Educational Progress (NAEP) and other data sources maximally useful as science indicators and to sensitivity to natural and man-made environments (seeing); (2) inventive and imaginative expression through art materials and tools (creating); (3) understanding and appreciation of self and others through art culture and heritage (appreciation/enjoying); and (4) aesthetic growth through visual discrimination and judgement (evaluating). Four art courses containing the essential elements are outlined: an art appreciation course, art for elementary teachers course, art history, and drawing and composition. Bibliographies for each of these college level courses are provided. (LP)

ED 266 980 SO 016 909

Turtle Mountain Community School Scope and Sequence of Skills, K-12.
Turtle Mountain Community School System, ND.
PUB DATE- 85
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indian Education; American Indian History; American Indian Studies; Basic Skills; Course Content; Course Objectives; Critical Thinking; Curriculum; Elementary Secondary Education; Interpersonal Competence; *Sequential Approach; Skill Development; *Social Sciences; *Social Studies; Study Skills
IDENTIFIERS- Metis (People); North Dakota

Developed for educators in a rural North Dakota community school, this booklet provides a social studies scope and sequence of skills for students in grades K-12. Following a statement of educational philosophy and a list of district goals, the document presents a grade by grade breakdown of social studies objectives. For each grade, focus of study, topics, and concepts are accompanied by a breakdown of skill objectives: (1) basic/study skills, (2) critical/creative thinking skills, and (3) social participation/interpersonal skills. A sequence of skills is provided for a variety of social studies courses including general social studies (K-6), American history (grade 7), world geography (grade 8), North Dakota history (grade 8), American government (grade 12), geography (grades 10-12), psychology (elective, grades 10-12), sociology (elective, grades 11-12), U.S. history (grades 10-12), contemporary issues (elective, grades 10-12), world history (grades 10-12), Metchif history (grades 10-12), North American

courses to supplement and reinforce the development of selected concepts and skills. Goals stated in the introduction include (1) the increased understanding of the social, political, and legal institutions, values, processes, and principles of constitutional democracy; (2) the development of skills necessary to function as effective and responsible citizens; and (3) the understanding of and willingness to use democratic processes and procedures when participating in decision making and management of conflict. Fourteen lessons follow a discussion about the infusion of citizenship/law-related education, the conceptual basis of LRE lessons, the value of developing critical thinking skills, and basic principles and assumptions underlying LRE. Each lesson includes an overview, objectives, time requirements, materials needed, and procedures. Student handouts are provided where appropriate. Teaching strategies include the use of games, case study analysis, group discussion, student reading, and participation in conflict resolution situational activities. (LH)

ED 266 995 SO 016 964

Croddy, Marshall; Maxey, Phyllis
International Law in a Global Age. A Teacher Handbook.
Constitutional Rights Foundation, Los Angeles, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 82
NOTE- 179p.; For student edition, see SO 016 965.
GRANT- G008004817
AVAILABLE FROM- Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA 90005 (Starter set--1 teacher, 1 student edition, $17.50; class set, 35 students, $175.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arbitration; Citizenship; *Civil Liberties; Comparative Analysis; *Conflict Resolution; Cultural Awareness; *Cultural Differences; Decision Making; Family (Sociological Unit); *Global Approach; Government (Administrative Body); High Schools; Interdisciplinary Approach; *International Cooperation; *International Law; International Organizations; Laws; Learning Activities; Lesson Plans; Migration; Negotiation Agreements; Units of Study; War; World Affairs
IDENTIFIERS- North Atlantic Treaty Organization; World Order

United States History
IDENTIFIERS- Dewey (John)

By tracing major ideas in the evolution of educational history between 1899 and 1985, the document takes readers from the traditional emphasis on citizenship training in social education to the current focus on teaching about the world community and the interdependence of its people and systems--cultural, ecological, economic, linguistic, racial, social, and technological. Beginning with the ideas of John Dewey, the evolution of formal education and the gradual inclusion of geography, cultural studies, and international education in social education are discussed. Effects on American education of the "Red Scare" in the 1920's, threats of fascism and nazism in the 1930's, and increasing global conflict in the 1940's are treated as part of the total picture leading to the current push for global perspectives in education. In conclusion emphasis is placed on the importance of taking the classroom (students) out into the real world--the global community. Appendices containing biographic information about the author, information on Global Horizons' Humans and Environment Learning Program (HELP), excerpts from a global education curriculum guide series, and a list of documents available from ERIC conclude the paper. (LH)

SP

ED 267 009 SP 026 431

Khare, Brij B.
Things of the Mind. Dialogues with J. Krishnamurti.
REPORT NO.- ISBN-8022-2470-9
PUB DATE- 85
NOTE- 184p.
AVAILABLE FROM- Philosophical Library, Inc. 200 West 57th St., New York, NY 10019 ($14.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)

ED 267 026 SP 027 210

Matthews, Doris B.
Stress Management Model for the Elementary/Middle/High School.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.; South Carolina State Coll., Orangeburg.
PUB DATE- Feb 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
GRANT- SC-X-206-04-84
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Program Development; School Role; Self Esteem; *Stress Management; *Student Adjustment; Teacher Student Relationship

The Matthews Stress Management formula is a stress management model for use in schools. This effective, practical, and inexpensive model entails the awareness of the physiology of stress, perception of tangible bases of motivation for children, appropriate and simplified techniques, applicability to other areas, and full recognition of the position, function, and implementation of relaxation skills. The model's formula has four factors--awareness, benefits, change, and dependency--which result in relaxation. Qualified personnel, who are sensitive and aware of individual needs and community demands and requirements, should administer or supervise the program. School officials and teachers must work closely and carefully with the parents of children in the program. Through the Matthews Stress Management formula, students can gain confidence, acquire poise, and shape aggressiveness to positive ends, conquer anxiety and timidity, and enjoy new feelings of worth and wellness. (CB)

ED 267 027 SP 027 220

of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Preservice Teacher Education; *Teacher Education Programs; *Teacher Motivation; *Teacher Persistence; *Teacher Recruitment; Teacher Selection

In response to the need to draw academically able students into the teaching profession, the College of Education and Human Services at Wright State University (Ohio) has initiated several new programs and policies that form part of a comprehensive plan to recruit, select, and retain potentially talented teachers. The special programs include: (1) Teacher Education Honors Program; (2) Accelerated Certification Program; (3) Wright Patterson Air Force Base Graduate Certification Program; (4) Essay Contest; and (5) Multicultural Recruitment/Scholarship Program. The University's selection/retention process is designed to measure knowledge and skills as well as monitoring individual growth throughout the teacher education program. This process includes: (1) new entry requirements; (2) mentoring; (3) feedback from field experiences; (4) concern conference option; (5) student teaching criteria; and (6) exit requirements. (Author/CB)

ED 267 043 SP 027 310

Antonelli, George A.
The Educational Warranty: Redesigning the Profession.
PUB DATE- Mar 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Higher Education; Preservice Teacher Education; Quality Control; *Teacher Education Programs; *Teacher Effectiveness
IDENTIFIERS- Doane College NE; Educational Warranty

Teacher education programs which guarantee the effectiveness of their graduates may help to redesign the image and substance of the teaching profession. Doane College (Nebraska), one of the pioneers on language instruction in English-language and British-type schools, possible lowering of teacher education course entrance standards and decline in trained teachers willing to accept existing pay scales, and continued limited allocation of instructional resources. (MSE)

ED 266 661 FL 015 507

Das, Bikram K., Ed.
Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14.
Southeast Asian Ministers of Education Organization (Singapore). Regional Language Centre.
REPORT NO.- ISBN-9971-74-022-2; RELC-P208-85
PUB DATE- 85
NOTE- 234p.; For individual papers, see FL 015 508-520.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *Developing Nations; *Educational Strategies; English (Second Language); Grammar; Industrial Education; Relevance (Education); Secondary Education; Second Language Instruction; *Teaching Methods; Writing Instruction

A collection of papers presented at a seminar conducted at the Regional Language Centre (Singapore) on communicative language teaching includes: "Integrating the New and the Old in a Communicative Approach" (William T. Littlewood); "Communicative Competence and Language Teaching: Second Thoughts" (Christina Bratt Paulston); "Communicative Teaching: 'Communicative' in What Sense?" (N. S. Prabhu); "Silence in the Communicative Curriculum" (John Gibbons); "Theory and Methodology: Do We Do What We Are Knowing?" (J. D. Willis); "The Status of Grammar in the Language Curriculum" (Jack C. Richards); "Communicative Language Teaching in the Rural Areas: How Does One Make the Irrelevant Relevant?" (Andrew Gonzalez); "Teaching for Communicative Competence in a Second Language" (Bonifacio P. Sibayan); "Opportunities for Learning through the Communicative Approach" (Paul Nation); "UMSEP and the Deep End-Support-Performance Approach to Language Learning" (Khong Chooi Peng); "The Communicative Approach: Questions Arising from several levels. The syllabus encourages individualized program structures suited to districts of differing size and needs, not by prescribing specific methodology or instructional materials but by defining the elements of thoughtful curriculum development for creative teachers to undertake. (MSE)

ED 266 676 FL 015 522

Brown, Eric, Comp.

Assessing Current Programs and Prospects. Report of the CILT Computer-Assisted Language Learning Workshop (Lancaster, England, September 13-14, 1983).

Centre for Information on Language Teaching and Research, London (England).

PUB DATE- Dec 83

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- Audiotape Recordings; Authoring Aids (Programing); Class Activities; Communication Research; *Computer Assisted Instruction; *Courseware; English (Second Language); Foreign Countries; French; German; *Microcomputers; Program Descriptions; Second Language Instruction; Spanish; *Speech Communication; *Teacher Developed Materials

The proceedings of a conference on computer-assisted language instruction include the following reports and papers: (1) a report on computer-related developments in speech research and their implications for therapy and communication; (2) descriptions of courseware and authoring aids for grammar and comprehension instruction and language practice in English, French, German, and Spanish; (3) a report on the plenary session; (4) a comment on the workshop; (5) a listing of current research projects in the field; and (6) a list of participants and their current interests and projects. The courseware descriptions include information about applications, necessary hardware, and accompanying materials. (MSE)

Secondary Education; Second Language Instruction; Student Evaluation; *Test Construction; *Testing; *Test Use
IDENTIFIERS- *West Germany

The ways in which achievement in a foreign language is assessed in German secondary schools are outlined and illustrated with examples from the testing of English. The overall organization of assessment procedures is described, the situations for forms 5-10 and 11-13 are differentiated, and the regulations governing conditions for the "Abitur" (pre-university, school-leaving) examination are discussed. Problems in the testing system are examined in some detail; it is noted that the system has the advantage of flexibility and freedom, which allow teachers to tailor their assessment procedures to their teaching methods. It is suggested that the system contains an untapped potential for criterion-referenced testing, and questions are raised about the degree of norm- referencing found in the system. (MSE)

ED 266 692 FL 015 548

Stevenson, Douglas K.
The Teaching of Testing: Reliability, Validity, and All That Stuff.
PUB DATE- 85
NOTE- 16p.; In: Language Testing in School. AFinLA Yearbook 1985. No. 41 (see FL 015 537). Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Instructional Improvement; Language Research; *Language Teachers; *Language Tests; Second Language Instruction; Teacher Education; Teaching Methods; *Testing; Test Reliability; Test Validity

While language testing specialists agree on the importance of their field and that the intelligent application of language testing approaches, techniques, and methods to the classroom can improve the overall quality of language learning and teaching, that opinion may not be shared by teachers. Few teachers have training in language testing, and while there is appropriate literature available to teachers, they must use it to gain from it. The trend toward accountability and the growing tendency to doubt the teacher's word argue in favor of better testing. Four areas of testing deserve increased emphasis in teacher training: the concepts of reliability and validity; the overall educational and

NOTE- 104p.
AVAILABLE FROM- Michigan State University, Placement Services, Student Services Building, East Lansing, MI 48824-1113 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business; *College Graduates; *Employment Opportunities; Higher Education; Industry; *Labor Market; Majors (Students); Occupational Surveys; *Recruitment; *Salaries; Specialization; Trend Analysis

Information on job market trends for 1985-1986 college graduates is presented in narrative summaries and statistical tables. Attention is directed to trends in hiring, expected starting salaries, campus recruiting activities, and other related topics, based on a survey of a cross-section of 710 employers from business, industry, government, and education. Findings include: employers expect to hire 1.4% more bachelor's degree graduates in 1986 at starting salaries averaging 1.8% more than in 1985; demand remains high for minorities and women; quotas for minorities are expected to increase 6.4% and for women graduates, 4.7%; salary offers vary according to academic major, but for all bachelor's degree graduates, the average starting salary is expected to be $21,601; master's degree candidates will average $26,010, and those with doctorates will average $30,011; the largest demand and highest starting salaries are those in the technical fields; in 1985, for the first time in a decade, education moved into the top 10 of fields showing the highest percentage of increase, 1.9%; geographical regions providing the best job opportunities are: the Southwest, Southeast, South Central, Northeast, North Central, and Northwest; and 45.9% of new hires were made from on-campus interviews, and another 10.1% from job listings sent to placement offices. (SW)

ED 266 706 HE 019 036

Holmes, Jeffrey
20/20 Planning...Well Almost. A Short History of the First Twenty Years of The Society for College and University Planning, Written with 20/20 Hindsight...Well Almost.
Society for Coll. and Univ. Planning, Ann Arbor, Mich.
PUB DATE- 85
NOTE- 98p.; Funding for this publication was received from Systems &

NOTE- 33p.
CONTRACT- SRS-8117037
AVAILABLE FROM- American Council on Education, Higher Education Panel, One Dupont Circle, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Dependents; *Family Income; Federal Aid; *Full Time Students; Grants; Higher Education; Low Income Groups; Middle Class Students; Parent Financial Contribution; Private Colleges; Questionnaires; Scholarships; Self Supporting Students; State Colleges; *Student Employment; *Student Financial Aid; *Student Loan Programs; Two Year Colleges; *Undergraduate Students; Work Study Programs
IDENTIFIERS- *Debt (Financial); Research Universities

The estimated percentage of full-time undergraduates who received aid in fall 1984 is reported, along with the total amount they received, the distribution of aided students by families' income level, and the composition of aid packages. Information is also provided on student debt, the use of special tuition plans, and how student employment figures in the financial aid package. Questionnaires were returned by 350 colleges and universities belonging to the Higher Education Panel of the American Council on Education. The study, which covered all types of postsecondary institutions except specialized institutions, found that nearly half of the full-time undergraduates received some sort of aid that is administered by the attended institution. Excluded were students that had Guaranteed Student Loans only, or veterans or social security benefits only. The aid amounted to slightly more than $7 billion for academic year 1984-1985. Of this amount, nearly half came from the federal government. Grants and scholarships made up nearly half of the typical student aid package for low-income students. Included are detailed statistical tables, the questionnaire, information on the stratification design used to produce national estimates, and a comparison of respondents and nonrespondents according to various institutional characteristics. (SW)

ED 266 719 HE 019 089

Morris, Marilyn L.; Dye, Charles M.

Caccese, Arthur
Developing a Foundation and Corporate Relations Program.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Regional Conference of the National Association of Academic Affairs Administrators (Hartford, CT, November 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Donors; *Fund Raising; *Higher Education; *Institutional Advancement; *Philanthropic Foundations; *Private Financial Support; Program Development; *School Business Relationship; Trend Analysis
IDENTIFIERS- *Corporate Support

This paper addresses the development of a corporate/foundation relations program at a college or university. To provide background information on corporate and foundation philanthropy, the report lists 1984 contributions (in billions) by individuals, bequests, foundations, and corporations, along with the type of field/entity receiving the funds. It is suggested that liberal arts colleges will do better with foundations, while corporations are better for universities. Since 1979, contributions to education have been declining as a portion of total foundation giving. However, business philanthropy has generally been improving. While greater support by corporations is positive, there are three problems for development officers: greater competition for available dollars, greater accountability for those seeking funds, and increased need for volunteer efforts. Trends include the following: scientific and research programs continue to be favored targets of corporate support; corporate needs will increasingly dictate the programs they deem useful; companies are beginning to regard philanthropy as another kind of corporate investment, and companies are looking increasingly to public-private joint ventures. (SW)

ED 266 732 HE 019 102

Lutz, Barbara, Ed.
Education That Works: Productivity Through Student Employment and Education at Work.
National Association of Student Employment Administrators, Princeton, NJ.
PUB DATE- 85

Fleming, Jacqueline

Blacks in College. A Comparative Study of Students' Success in Black and in White Institutions.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-0-87589-616-2
PUB DATE- 85
NOTE- 276p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94194.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Academic Achievement; *Black Colleges; *Black Students; *College Choice; College Desegregation; College Freshmen; College Seniors; *College Students; *Geographic Regions; Higher Education; Individual Development; Racial Differences; Self Concept; Sex Differences; *Student Development; White Students
IDENTIFIERS- Georgia; Mississippi; Ohio; Texas

A study of black college students to assess whether they are better served by predominantly black colleges or by integrated, predominantly white colleges is discussed. About 3,000 freshmen and seniors at eight predominantly white and seven predominantly black colleges were studied in four states with different social mores and attitudes toward black education: Georgia, Texas, Ohio, and Mississippi. Each student underwent from 4 to 8 hours of intensive testing, involving questionnaires and interviews, cognitive tests, and working competitively under controlled experimental conditions. The higher education dilemma facing blacks in the United States is described, along with current research on the situation of black students who have two sets of schools to choose from. Consideration is given to: student development at three predominantly black schools in the urban South; four studies of black students at two southwest colleges (one predominantly black and one predominantly white); a study of a black and a white school in the deep South; and evidence about conditions of blacks in the North. A comparison of the impacts of college on black and white students considers differences by race and sex. Finally, implications for the education of black students are addressed. Summary tables and detailed information on research measures are appended. (SW)

ED 266 759 IR 011 934

Lazarowitz, Reuven; Huppert, Jehuda
The Affective Domain of Junior High School Students in an Audio-Tutorial Biology Setting.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at a Conference of the International Society for Individualized Instruction (Atlanta, GA, October 18-21, 1984). For related documents, see IR 011 935 and IR 011 941.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Attitude Measures; Audiotape Recordings; *Biology; Foreign Countries; Grade 9; *Individualized Instruction; *Intermode Differences; Junior High Schools; Multimedia Instruction; Nontraditional Education; Psychological Studies; *Science Instruction; Sex Differences; Slides; Social Environment; *Student Attitudes
IDENTIFIERS- *Individualized Audio Tutorial Instruction; Instructional Effectiveness; Israel; Printed Materials

This investigation of the impact of an Individualized Audio-Tutorial (IAT) biology learning unit upon students in five ninth grade classrooms in an urban junior high school in Israel focused on the students' perceptions of their classroom learning environment, and their attitudes toward IAT and toward science and understanding the process of science. The sample consisted of 105 students in the experimental group and 65 in the control group; the latter group received instruction via a traditional lecture-laboratory approach. Data from pre- and post-assessments using the Audio-Visual Student Attitude Inventory (experimental group only) and the Inventory of Scientific Attitudes were treated by analysis of covariance. Applications of the t-test to the results indicated that such positive factors as cooperation and cohesiveness did not diminish in the IAT group as they did in the control group, and such negative factors as cliqueness, favoritism,

*Educational Planning; Elementary Secondary Education; Inservice Teacher Education; Instructional Innovation; *Microcomputers; *Participative Decision Making; Program Implementation; *School Districts; *Teacher Participation

Principals and superintendents often make decisions about the purchase and allocation of computer hardware and software without consulting individual teachers; however, teacher participation is necessary for successful implementation of all phases of computer programs. Initially, computer literacy training should be made available to both administrators and staff; then a computer committee representative of all interested factions should be established to ensure that implementation is thoughtfully considered, thoroughly planned, and well communicated to those affected. The committee should develop a philosophy which details how computers will affect the existing curriculum, and a plan which will decide on the distribution and location of hardware within the school. Before any substantive changes can be made in the curriculum, however, funds need to be allocated and budgeted for hardware, software, supplies, maintenance, inservice training for the teaching staff, and an ongoing support mechanism. It will prove beneficial to prepare both short-range (1 year) and long-range (5 year) budgets; in this way, plans can be made for a gradual phase-in of the materials needed to establish and maintain the computer-supplemented curriculum. If a unified effort is made by all groups within the school district, the planned, orderly integration of computers into the curriculum will provide maximum benefits to all concerned. (JB)

ED 266 773 IR 011 991

Nicassio, Frank J.; And Others
Allegro: A Case of Computer Support in a Rural Setting.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Diagnostic Tests; Elementary Secondary Education; Information Storage; *Microcomputers; Personality Measures; Psychoeducational Methods; *Psychological Evaluation; Psychological Services; *Psychological Testing; *Recordkeeping; Records (Forms); Rural Areas; *Technical Writing; Word Processing

ED 266 786 IR 051 441

Brown, Rowland C. W.
The Nationwide Network and OCLC: A Vision and a Role.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
PUB DATE- Feb 86
NOTE- 9p.; Paper based on a presentation made to the Network Advisory Committee to the Librarian of Congress (Washington, DC, December 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Information Science; *International Cooperation; International Programs; *Libraries; *Library Cooperation; *Library Networks; National Programs; Position Papers; Technological Advancement
IDENTIFIERS- Bibliographic Networks; *OCLC; *Resource Sharing

Before turning to the OCLC vision of nationwide networking, a review of some of the issues that have influenced that vision are presented, including: technology as a driving force; library and information economics; the challenge of providing ever-proliferating services to an ever more computer-literate end user; the changing role of the library itself--in the university, college, municipality, or school system, and in the professions; the increasing role of commercial enterprises; and the increasing number of technology-driven local options and local cost-benefit considerations that ignore networking in a national resource-sharing environment. The paper then examines the OCLC vision of future networking in the face of strong decentralizing forces including: the continued development of "networks of networks" in the United States that create a nationwide network with no monolithic structure; greater cooperation and resource-sharing among the bibliographic networks; changes in networking concepts to accommodate technological change; and specific efforts that must be made at every level in the library and education community. Finally, OCLC's vision of national and international resource-sharing projects and their role in the future is discussed in light of directions set by the OCLC charter. A short list of references is included. (THC)

Bibliographies; United Nations

This compilation provides an overall view of the state of national bibliographic services in 101 countries. The document includes data gathered via a questionnaire that was sent to 160 countries of whom 101 replied. Introductory materials include a list of the countries listed in the document; a brief discussion of the survey and how the results compare with those of two previous studies; additional sources for information on bibliographic control; lists of abbreviations and acronyms; the questionnaire; and a description of the organization and purpose of the guide. All introductory materials are presented in both French and English. Replies in either English or French are included alphabetically by country, and to the extent that it is available, information provided for each entry includes: (1) the National Bibliographic Agency; (2) Legal Deposit; (3) National Bibliography; (4) Special Types of Materials; and (5) Interlibrary Cooperation. (THC)

ED 266 801 IR 051 456

Franklin, Karen, Comp.

Instruction in Bibliography. Report of the Survey of Bibliographic Instruction in Selected Departments of Canadian Universities, 1982/83 = Formation en bibliographie. Rapport de l'enquete sur la formation en bibliographie que donnent certains departements d'universites canadiennes, 1982-1983.

National Library of Canada, Ottawa (Ontario).

REPORT NO.- ISBN-0-662-54119-7

PUB DATE- 85

NOTE- 102p.; Report prepared for the Committee on Bibliography and Information Services for the Social Sciences and Humanities.

LANGUAGE- English; French

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Libraries; Curriculum Evaluation; *Department Heads; Foreign Countries; Higher Education; *Humanities; *Library Instruction; *Library Skills; National Libraries; National Surveys; *Social Sciences

IDENTIFIERS- *Canada; Course Integrated Library Instruction

A survey of university department heads in selected social sciences and humanities departments of Canadian universities was undertaken to determine the extent to which bibliographic training formed a

characteristics, including age, sex, ethnicity, district units completed, hours working, full-/part-time status, degree aspirations, intended four-year major, previous four-year college experience, and major reasons for attending a community college prior to transfer. Of the students surveyed, 76% intended to transfer, with the majority of the transfer aspirants (64%) planning to attend a CSU campus. The survey instrument is appended. (EJV)

ED 266 814 JC 860 093

Cost Allocation Summary, 1984-85 (Actual).

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- 14 Jan 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Community Colleges; Costs; *Educational Finance; Expenditures; Income; Operating Expenses; *Program Costs; *Resource Allocation; *School District Spending; *State Aid; State Surveys; Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Wisconsin

Drawing from data submitted by the Wisconsin Vocational, Technical, and Adult Education (VTAE) districts on their 1984-85 actual cost allocation schedules, this report provides information on district and statewide program and unit costs. First, introductory material provides a statewide summary by aid category of the actual unit costs and ratios for headcount enrollments and full-time equivalent (FTE) students, indicating that the total unduplicated headcount for the district was 448,024 students and that the cost per headcount student was $606. FTE figures indicate an enrollment of 59,384 students at a cost of $4,575 per student. Total operational costs for the district are cited at $271,653,500. The bulk of the report contains data tables, focusing on: (1) district operational costs and total budget; (2) district total expenditures and revenues; (3) district staff costs; (4) material fees and full-time enrollment (FTE) students; (5) statewide costs and FTE enrollments by district; (6) statewide costs per FTE by aid category; (7) costs per FTE by district for college parallel, associate degree,

ED 266 827 JC 860 119

Montemayor, J. Joaquin; And Others
TEX-SIS Research Report, Spring 1985.
Glendale Community Coll., AZ. Office of Research and Development.
PUB DATE- 85
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Dropouts; *Employer Attitudes; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; Student Attrition; *Student Educational Objectives; Vocational Followup; *Withdrawal (Education)
IDENTIFIERS- Glendale Community College AZ; *Texas Student Information System

In January 1985, Glendale Community College (GCC) began a student follow-up system of data collection called TEX-SIS (Texas Student Information System) designed to evaluate instruction as well as student satisfaction with programs. Five major areas dealing with students were studied: student educational intent, student withdrawal (course, college, and walk-off), non-returning students, graduate follow-up, and employer follow-up. Surveys were conducted from late fall 1984 to June 30, 1985, with the number of survey respondents varying from 9 to 3,352. Highlighted findings included the following: (1) of the respondents to the student educational intent survey (N=3,352), 51% identified preparation for a new job and/or improvement of existing job skills as their primary objectives; (2) respondents to the withdrawal survey included 138 students who withdrew from classes (primarily for personal reasons); 282 students who withdrew from college (primarily because of conflicting job hours) and 9 students who disappeared from class or the college without officially withdrawing; (3) the non-returning students survey indicated that former students (N=319) were satisfied with the college's services, with highest ratings given to quality of instruction and library services; (4) the graduate follow-up survey revealed many similarities between graduates and non-returning students; (5) 81% of the 444 responding graduates rated their university preparatory work as "satisfactory" or "excellent"; (6) the average annual salary for non-returning students was $23,484, while that for graduates was $21,688; and (7) 88% of the 91 employers who responded to the follow-up survey gave an overall rating of "good" or "very good" to former GCC students. Survey instruments are included. (LAL)

ED 266 840 JC 860 134

Andrews, Hans A.
Awarding Faculty Merit Based on Higher Level Needs.
Illinois Valley Community Coll., Oglesby.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; *Evaluation Methods; *Faculty Evaluation; Faculty Promotion; *Merit Pay; *Merit Rating; National Surveys; Personnel Policy; Recognition (Achievement); Tenure

In 1984-85, a nationwide survey was conducted of merit pay practices in community colleges to discover the impact of public pressure for merit pay on the community college system. Questionnaires were sent to more than 1,300 community, technical, and junior colleges, requesting information on the nature of faculty evaluation at each college. Study findings, based on a 62.7% response rate (N=816), included the following: (1) 700 respondents indicated that both part-time and full-time instructors, including tenured faculty, were subjected to regular, systematic evaluation; (2) 18.1% of the respondents had an operational faculty merit system; (3) 151 institutions used a combination of classroom observation and student evaluation in faculty evaluation; 116 used a combination of classroom observation, peer review, and student evaluation; and 71 placed primary emphasis on student evaluation; (4) 41% indicated that there was a "presence of faculty collective bargaining" on campus; (5) 14 states had no community colleges with merit pay plans; and (6) the Virginia community college system and the State University of New York provided statewide direction for merit plans. The study report includes descriptions of specific career ladder approaches and merit recognition programs in place in community colleges. (LAL)

ED 266 841 JC 860 136

Sader, Carol H.
The Role of Elected Trustees of Public Institutions in Successful

child rearing than the younger personnel. They were also more engaged in the work with the children. Educational background was not significantly related to attitudes toward child rearing. Approximately 30 references include 15 English entries. The survey instrument is included. (RH)

ED 266 855 PS 015 651

Ekholm, Bodil; Hedin, Anna
12 Daghem: Beskrivning av uppfostringsklimat och sociala relationer (Twelve Day Care Centers: A Multisite Comparison of Day-Care Climate and Social Relations).
Linkoping Univ. (Sweden). Pedagogiska Inst.
SPONS. AGENCY- Swedish Delegation for Social Research (Sweden).
REPORT NO.- ISBN-91-7372-746-6; LiU-PEK-AR-1
PUB DATE- 84
NOTE- 342p.; For related documents, see PS 015 648-654.
LANGUAGE- Swedish
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Day Care Centers; Early Childhood Education; Educational Environment; Foreign Countries; Models; Observation; *Organizational Climate; *Preschool Children; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Sweden

Twelve day care centers in a Swedish commune were systematically observed. Centers were selected on the basis of responses to a questionnaire on attitudes about upbringing which was answered by all the personnel at the 104 day care centers in the commune. Four of the selected centers represented a so-called "present-focused" upbringing pattern, four a "future-focused" upbringing pattern, and the last four represented a mixture that was common in the commune. In this report each of the 12 centers is described according to the variables observed. These variables cover different aspects of the social relations between the children, between the children and the adults, the upbringing norms, and the patterns of control exerted. Contents also include a comparison of the centers that focuses on the traits which are common for all of the 12 centers as well as traits that are specific to the differing day care climates. This comparative analysis issues from a model of variables constituting a day care climate presented in a earlier report. (Author/RH)

California model have great benefit to child care consumers and providers, but possible negative consequences of increasing the variety of publicly funded programs can be seen. However, despite caveats about developing diverse models of child care, without diversity the future in child care will be bleak. (RH)

ED 266 870 PS 015 673

Espinoza, Renato; Ramos-Cancel, Maria L.
The Employer-Supported Parental Involvement in Education Program (ES/PIE): An Educator's Action Guide to ES/PIE Program Implementation.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 30 Nov 85
NOTE- 108p.; Some of the exhibits have small or blurred print.
CONTRACT- 400-83-007
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Employed Parents; *Employers; Guidelines; Outreach Programs; *Parent Participation; *Parent School Relationship; *Program Implementation; School Business Relationship; *School Community Programs; School Role
IDENTIFIERS- *Employer Supported Parental Involvement in Educ

Described are characteristics of the Employer-Supported Parental Involvement in Education program (ES/PIE), designed to foster collaboration between education agencies and employers. An overview of the program details basic assumptions, core activities, and the roles of school districts and employers. Subsequent content provides a guide to program implementation focusing on how to (1) get the school district committed to implementing the ES/PIE program; (2) identify and recruit employer partners; (3) prepare school staff for outreach; (4) set up an outreach delivery system; and (5) encourage the employer partner to implement change in the workplace. Concluding comments briefly discuss program monitoring and evaluation. Numerous materials related to program implementation are included as exhibits, such as a survey of employee interest, various letters, a sample agenda for lunch hour seminars, and a community resources checklist. (RH)

Employees.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/GGD-86-38
PUB DATE- Feb 86
NOTE- 72p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 208767 (first 5 copies are free; additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Comparative Analysis; Cost Effectiveness; *Day Care Centers; Early Childhood Education; *Educational Finance; *Employer Supported Day Care; Feasibility Studies; *Federal Programs; Financial Support; *Government Employees; Young Children
IDENTIFIERS- *Dependent Care Services

Recognizing current changes in the labor force because of the increasing numbers of working mothers, this report examines the following options under which the government might provide dependent care assistance to federal employees: on-site care (setting up a dependent care facility at the employees' workplace); consortium care (several organizations joining together to establish a dependent care center); vendor care (contracting with a private day care organization for dependent care); and voucher care (providing direct payment to employees for some portion of their dependent care costs). This report, focusing on child care, summarizes costs and benefits reported by private sector employers; compares and contrasts the advantages and disadvantages of the four options; describes the federal government's current involvement; and estimates the cost of such assistance for federal employees under various assumptions of the level of subsidy, annual per child costs, and number of children sponsored. In conducting the study, current literature was searched for information on the advantages and disadvantages of each child care option, and existing day care centers at various federal agencies were reviewed. In addition, the study includes survey data on dependent care assistance needs from a review of federal employees' attitudes on alternative work schedules. Various appendices and tables provide details of study findings. (DST)

ED 266 885 PS 015 702

transformation, this discussion paper explores fundamental principles of existence which have implications for a healthy and wholistic approach to the elimination of prejudice that will contribute to individual and societal healing and will ensure the well-being of native people and their communities. The principle of the interrelatedness of all things and the belief that all creation, including human beings, is in a state of constant change and growth are explained. The process of transforming present reality into a condition that more closely resembles one's vision of what is possible is illustrated by the medicine wheel. The capacity of the forces of volition and vision to change the world is examined. The text is intended to be read aloud by the group facilitator with frequent pauses for discussion. It is accompanied by a brief reading list, activities, and discussion questions to review what has been learned, explore aspects of the discussion more fully, and apply what has been learned to one's own situation and community. (NEC)

ED 266 897 RC 015 601

The Connection Between Health and Education. Adult Education Series. Discussion Paper Five.

Lethbridge Univ. (Alberta). Four Worlds Development Project.

PUB DATE- 84

NOTE- 28p.; For related documents, see ED 262 924-926 and RC 015 597-605.

AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; Alcohol Education; Alcoholism; *American Indian Education; American Indians; *Canada Natives; Community Involvement; Cultural Awareness; *Cultural Context; Drug Abuse; *Drug Education; *Health; Health Needs; Holistic Approach; *Individual Development; Preventive Medicine; Self Determination; Social Psychology

IDENTIFIERS- Canada; Four Worlds Development Project (Alberta); Holistic Education

This paper promotes discussion by native community groups of the

ED 266 910 RC 015 634

Parker, Reese
Rural School/Small College Collaboration.
PUB DATE- Oct 85
NOTE- 16p.; Paper presented at the National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; *College School Cooperation; Community Education; Elementary Secondary Education; Inservice Teacher Education; Institutional Cooperation; Outreach Programs; Postsecondary Education; Program Descriptions; Rural Education; *Rural Schools; School Community Programs; *School Community Relationship; *School Role; *Small Colleges; *Small Schools; Teacher Education Programs
IDENTIFIERS- Idaho; *Lewis Clark State College ID

Lewis-Clark State College, a small college in Lewiston, Idaho, establishes close cooperation with rural schools through specialized teacher preparation, community outreach, and willingness to bring educational ideas and expertise to rural areas. The teacher preparation program stresses development of professional versatility through composite majors, special education endorsement, elementary-secondary endorsement, and participation in cocurricular activities. The college works with districts to qualify inservice training activities for college credit, and offers compressed format courses. Graduate endorsement from neighboring graduate institutions, summer institutes addressing specific situations, and counseling for instructional aides who wish to pursue certification are other aspects of college involvement. The college serves as a clearinghouse for legislative data and action, offers early start/enhancement and specialized degree programs in several rural schools, encourages citizen involvement in education through annual conferences, and helps small schools identify alternative funding sources and prepare proposals. A summer enrichment program for elementary and junior high school students, and an annual International Conference which brings together teachers, elementary-secondary students, and foreign guests are examples of direct college involvement with rural students. Cooperative efforts initiated by the college among rural schools include library and media resource networks and gifted and handicapped programs. Principles which have promoted success are briefly described. (LFL)

project evaluation meeting. (NEC)

ED 266 923 RC 015 649

Community Development...FFA Style. BOAC Committee Handbook.
Future Farmers of America, Alexandria, VA.
SPONS. AGENCY- Department of Education, Washington, DC.; Reynolds (R. J.) Industries, Inc., Winston-Salem, NC.
PUB DATE- 84
NOTE- 32p.; For related documents, see RC 015 646-648.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Committees; Community Development; *Cooperative Planning; Experiential Learning; Improvement Programs; Leadership Training; Learning Activities; *Program Development; Program Guides; *Rural Development
IDENTIFIERS- *Building Our American Community Program; *Future Farmers of America

Although useful for any community development planning team, this handbook is designed to assist Future Farmers of America chapter committees in coordinating Building Our American Communities (BOAC) projects. Ten steps for successful chapter participation in the BOAC program are outlined. These steps include selecting the BOAC committee and chairperson, becoming familiar with the community development program, identifying/studying community needs, selecting a high priority BOAC project, planning the project, implementing the plan, publicizing the project, recognizing group and individual efforts and achievements, evaluating the results, and applying for chapter recognition. Ideas and resources are suggested for developing projects in the areas of agriculture, employment opportunities, community and natural resources, community environment, community services, and energy conservation. Sources of resource information, materials, and films for BOAC programs are listed. Individual and chapter eligibility, recognition, and award requirements are described. Award application forms and order blanks for community development films are provided. (NEC)

Art and Music: The Essential Aesthetic Components of Holistic Environmental Education.
PUB DATE- 17 Mar 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Education; *Art Education; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Holistic Approach; Instructional Improvement; *Integrated Activities; Learning Activities; *Music Education
IDENTIFIERS- *Environmental Ethic

Perspectives on developing an environmental ideology by approaching environmental issues holistically are offered in this paper. The role of music and art in environmental education is viewed as being critical in fostering a deep sense of appreciation and stewardship towards the environment. Suggestions are presented for teaching art and music environmentally. Explanations are given on how music and art can assist students in developing ecology-related aesthetic values. Integration of all content areas, especially the aesthetic subjects is advocated and advised. (ML)

ED 266 937 SE 046 448

Reed, Dean; Harden, Thomas K.
Industrial Robots.
PUB DATE- 1 Feb 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Capital; *Economic Factors; Financial Support; *Industry; Postsecondary Education; *Productivity; Research and Development; *Robotics; *Technological Advancement; Technology; Training

Robots are mechanical devices that can be programmed to perform some task of manipulation or locomotion under automatic control. This paper discusses: (1) early developments of the robotics industry in the United States; (2) the present structure of the industry; (3) noneconomic factors related to the use of robots; (4) labor considerations (noting how productivity improvements resulting from the use of robots and related technologies can affect labor and pointing out a number of education and training

binder).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; *Chemistry; Environmental Education; Hazardous Materials; Home Economics; Junior High Schools; *Learning Activities; *Poisons; *Safety Education; Science Education; *Toxicology; Units of Study; *Waste Disposal

This curriculum consists of a one-week course of study designed to introduce students in grades 7-8 to (or increase their awareness of) toxic substances commonly found in the home. It includes an introduction/conceptual framework, four lessons, a unit test, and appendices. Each lesson consists of a statement of purpose, objectives, materials/equipment list (with overhead projector masters and ready-to-duplicate student handouts provided), time allocation, teaching procedures, and a form of evaluation capable of measuring the achievement of the objectives. The concepts fostered focus on the routine use of potentially toxic products, how household toxics can adversely affect health, how unsafe disposal can affect health/environment, and the availability of safer substitutes. The appendices include an annotated list of resource materials, a list of state hazardous and solid waste agencies containing additional background information on household toxics and safety precautions, a chart of household products causing indoor air pollution, a resource sheet on chemical hazards in the arts, a list of environmental/health and safety programs, a chart of first aid tips for poisoning, and a question and answer sheet on specific toxic "incidents." The curriculum is appropriate for use in a variety of subject areas, including health and safety, home economics, physical sciences, environmental sciences, and young mothers programs. (JN)

ED 266 951 SE 046 463

Purin, Gina; And Others
Toxics in My Home? You Bet! Curriculum on Household Toxics for Grades 9-12.
Golden Empire Health Planning Center, Sacramento, CA.
SPONS. AGENCY- L. J. and Mary C. Skaggs Foundation.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 168p.; For related documents, see SE 046 460-462.

recommend possible changes in instrumentation and procedures that may enhance future NAEP surveys for these purposes. Primary emphasis was given to reviewing published and unpublished reports that have resulted from the national assessment and the frequent special data collections which have also resulted from it, as well as on integrating the findings into tables and text of special relevance to the 1984 edition of "Science Indicators." In addition, the report files and test score files of the National Teacher Examinations (NTE) were examined for similar evidence and results that may confirm or disconfirm the NAEP results. Other data sources (such as the Educational Testing Service Advanced Placement Program) were also examined. Results and recommendations are reported and discussed separately for national assessment, national teacher examinations, advanced placement scores, and for other data sources. One recommendation (related to NAEP) is that all scales purporting to measuring the same concept should be on a common scale. Among the findings is that the NTE data filed proved to be of limited value as a source of science indicators. (JN)

ED 266 967 SE 046 479

Borst, Richard Alan
A Validity and Reliability Study of a Computer Simulation Designed to Test for Control of Variables.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986). Several pages are marginally legible due to light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Simulation; Piagetian Theory; *Reliability; *Science Education; Secondary Education; Secondary School Science; *Validity
IDENTIFIERS- Piagetian Tasks; Science Education Research

The problem of this study was to develop, validate, and establish the reliability of a computer simulation which would: (1) distinguish between concrete and formal thinking patterns related to control of variables; (2) be easily administered to a class of secondary school age subjects; (3) preserve the interactive aspects of the Piagetian task; (4) be scored using a related computer

Indians (grades 10-12), the American Indian Today (grades 10-12), anthropology (grades 10-12), and basic economics (elective, grades 9-12). (LH)

ED 266 981 SO 016 911

Arts Education. Needs Assessment and Recommendations. Report to the Legislature.

Minnesota State Dept. of Education, St. Paul.

PUB DATE- Feb 85

NOTE- 17p.; For related document, see SO 016 912.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Art Education; Educational Needs; Educational Research; Elementary Secondary Education; Financial Support; Fine Arts; *Needs Assessment; *Program Development; *State Programs; *State Surveys

IDENTIFIERS- Minnesota

Intended for state legislators seeking recommendations for improving arts education in Minnesota elementary and secondary schools, this executive summary presents (1) an historical perspective of comprehensive arts planning grants authorized by Minnesota statutes between 1973 and 1984; (2) needs assessment results, including findings of the Comprehensive Arts Planning Program (CAPP), Minnesota State Department of Education statistics, and results from surveys of teachers, principals, parents, and students; and (3) recommendations for establishing a Minnesota School for the Arts. Thirteen recommendations specifically address topics relating to the need for the school, governance, curriculum components, student selection procedures, tuition, transportation and housing, budget and funding sources, and the school's ability to serve as a statewide resource center for school districts and staff. Findings from recent arts education research and national education reports are then offered as additional support for implementing recommendations made in this report. (LH)

ED 266 982 SO 016 912

This global approach to teaching high school students about international law uses existing curriculum materials from a variety of social studies disciplines to present five major perspectives. Perspective I, "Global Links," focuses on the meaning of citizenship in a global age and the interconnectedness between individuals and the international system. Perspective II, "Cultural Contrasts," examines custom and law, including cultural perspectives on family law, decision making in another culture, and international human rights. Perspective III, "Actors and Relationships," examines actors on the international stage including nation-states, multi-national corporations, regional organizations, and non-governmental organizations. Focusing on "International Order," perspective IV presents an historic view of various models of world order, law, and government. The final perspective provides an introduction to international conflict; lessons on negotiation, arbitration, adjudication; and other approaches to resolving international conflict. In this teacher's handbook, each perspective contains an introduction, content overview, and lesson plans. In most cases, lesson plans contain (1) an introduction, providing students with concepts-building activities; (2) a development section, expanding the focus through the use of case study and discussion; and (3) an application section, in which students participate in individual writing assignments, group work, role-playing, or simulations. A list of source materials concludes the handbook. (LH)

ED 266 996 SO 016 965

Croddy, Marshall; Maxey, Phyllis
International Law in a Global Age. Student Materials.
Constitutional Rights Foundation, Los Angeles, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 82
NOTE- 100p.; For teacher's handbook, see SO 016 964. Photographs may not reproduce clearly.
GRANT- G008004817
AVAILABLE FROM- Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA 90005 (starter set--1 teacher, 1 student edition--$17.50; class set, 35 students, ($175.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Cognitive Processes; Creative Thinking; *Educational Philosophy; *Holistic Approach; *Self Actualization; Teacher Responsibility
IDENTIFIERS- *Krishnamurti (Jiddu)

This book is about the human mind which is conditioned through education, formal or informal; it utilizes the philosophy of a world sage in order to understand the problems of contemporary society. "Things of the Mind" consists of four Socratic dialogues of which the main topics are: the meaning of an education that requires young people to fit into society's mold; the mediocrity of contemporary society, the unsatisfactoriness of human existence, and the futility of having an ideal which one is always striving for; the nature, function, and responsibility of being a teacher; and the relation between good and evil. (JD)

ED 267 010 SP 026 729

Marsh, David D.; Jordan-Marsh, Maryalice
Addressing Teacher's Personal Concerns in Staff Development Efforts.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Decision Making Skills; *Educational Innovation; Locus of Control; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- *Stages of Concern about the Innovation

As individuals move through the process of adopting a new innovation in their local setting, they are seen as moving through seven Stages of Concern: Awareness, Informational, Personal, Management, Consequence, Collaboration, and Refocusing. This paper focuses on conceptualizing strategies for the clinical application of Stages of Concern as a means to understand, conceptualize, and address the concerns of teachers as they implement a new innovation. More specifically, it focuses on a problem that change facilitators report is paramount--addressing the personal concerns of practitioners. It is pointed out that the curriculum change literature has a relatively strong base of sociologically-oriented strategies when psychologically-oriented strategies are needed as a

Swick, Kevin J.
A Proactive Approach to Discipline: Six Professional Development Modules for Educators.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1530-4
PUB DATE- 85
NOTE- 35p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary Secondary Education; Learning Modules; *Teacher Behavior; *Teacher Student Relationship

This publication is for assisting teachers in acquiring or renewing the skills involved in carrying out a proactive approach to productive discipline and classroom management. Each of the six professional development modules presented deals with a specific concept: (1) the meaning of discipline; (2) the meaning of classroom management; (3) a proactive approach to discipline; (4) a proactive approach to classroom management; (5) a proactive approach to teacher-student interaction; and (6) teacher behavior: a key to effective discipline. Each module, intended to help teachers clarify, explore, and refine their skills relating to each of the concepts, includes one or more definitions of the particular concept, a discussion of the context of the issues involved in implementing the concept, and a challenge or task for teachers to use in applying the concept to their teaching. (CB)

ED 267 028 SP 027 236

Shafer, Carl, Ed.
Excellence in Teaching with the Seven Laws. A Contemporary Abridgement of Gregory's "Seven Laws of Teaching."
REPORT NO.- ISBN-0-8010-8261-7
PUB DATE- 85
NOTE- 85p.
AVAILABLE FROM- Baker Book House, P.O. Box 6287, Grand Rapids, MI 49506 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

with educational warranties, bases its program on previous concepts of performance contracting and criterion referenced evaluation. Doane's beginning teachers are warranted to: (1) relate well with students; (2) initiate helping relationships with students; (3) motivate students in positive ways; (4) select relevant goals for students; and (5) keep students active and motivated. The consumer protection aspect of the warranty has elicited both positive responses in terms of reliability, and negative responses in terms of "gimmicks." Other schools having warranty programs include: University of Virgina, Oregon State University/Western Oregon State College, University of Arkansas at Pine Bluff, Eastern Washington University, Northern Colorado University, Purdue University, Montana State University, Emporia State University, and Grand Canyon College. (CB)

ED 267 044 SP 027 312

Bey, Theresa M.
CPR: A Model for Effective Goal Setting.
PUB DATE- 23 Feb 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Preservice Teacher Education; *Student Educational Objectives; *Student Teachers; Student Teaching

The Complete Procedural Record (CPR) method provides an opportunity for the student teacher to: (1) review theories, practices, and experiences he or she encounters in teacher preparation courses; (2) rethink the various responsibilities and tasks one will have to assume during the practice teaching experience; (3) identify the concerns one has about strengthening teaching skills and abilities; (4) conduct an assessment of one's teaching competencies before and after practice teaching; (5) develop a closer working relationship with the supervising teacher and the college supervisor; and (6) establish professional aims that focus on those teaching performances which one needs to identify short term and long term improvement goals. Prior to student teaching, the teacher education student sets performance goals through the completion of the CPR framework, which has nine areas for identifying goals: (1)

Materials Writing in a TEFL Situation" (P. W. J. Nababan); "The Role of Communicative Language Teaching in Secondary Schools -- with Special Reference to Teaching in Singapore" (T. A. Kirkpatrick); and "Learning Language on the Worksite: Some Implications for Pedagogy" (Bikram K. Das). (MSE)

ED 266 662 FL 015 508

Littlewood, William T.
Integrating the New and the Old in a Communicative Approach.
PUB DATE- 85
NOTE- 14p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Communicative Competence (Languages); *Curriculum Development; *Educational Strategies; Learning Theories; Models; Second Language Instruction; Skill Development; *Teaching Methods

The communicative approach to language teaching represents a widening of scope in one's view of the goal and range of activities rather than a rejection of earlier approaches or content. However, it does require that all ideas and techniques be reevaluated in terms of this wider conception of communication and learning. One method for combining new and old approaches integrates part-skills training, or pre-communicative activities, and whole-task practice, or communicative activities. The two branches of the model, the conceptual and the communicative, are linked at one extreme by creative language use (discussion, problem-solving, role-playing and simulation, purposeful reading and listening, learning through the foreign language, and fulfilling needs) and at the other by the internalization of structures and vocabulary. These objectives are accomplished on the conceptual, or meaning, side by situational teaching and information exchange tasks and, on the communicative or functional side, by functional teaching and role-playing tasks. Whatever the nature of the syllabus input, the links within the model allow the teacher to address various aspects of language, language usage, and language learning. (MSE)

ED 266 677 FL 015 524

Hoegl, Juergen K.
Education in the World System: The Demand for Language and International Proficiencies in Economic Development and National Security.
PUB DATE- Jan 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Economic Development; *Educational Demand; Higher Education; Interdisciplinary Approach; *International Studies; International Trade; Labor Market; Majors (Students); *National Security; Sciences; Second Language Learning; *Statewide Planning; Technology; Trend Analysis
IDENTIFIERS- *Illinois

The recent renewed interest in second language and international studies is viewed from a national perspective and from the perspective of statewide planning in Illinois. According to the review, one reason for the increased interest in the relevance of foreign language and international studies is a series of national and state reports recommending improvement in those areas for reasons of economic development and national security needs. Relevant statistics on international trade and the labor market are noted, and the role of language proficiencies in science, technology, and research for economic development is defined. Two converging trends are outlined: the trend toward a consensus in both the education and business communities regarding the essential role and accelerated demand for language and international proficiencies in interconnected state, national, and world economies, and the corresponding trend in higher education toward internationalized curriculums. These courses of study are characterized by combinations of majors in professional disciplines, such as business, economics, law, and agriculture, with second language and international studies. (Author/MSE)

ED 266 678 FL 015 527

International Students in the United States: A Guide for Secondary School Administrators.
National Association for Foreign Student Affairs, Washington, D.C.

social context; language learning research; and ethics, accountability, and fairness. While reliability and validity have a reputation for being esoteric, an understanding among teachers of these concepts and of their interrelationship clarifies the importance of testing and can do more than anything else for its improvement. Awareness and understanding of each of the four areas are highly useful in the classroom, and the quality of testing stands to gain as much from the teaching of testing as from more testing. (MSE)

HE

ED 266 693 HE 018 156

Koenig, Thomas; Rustad, Michael

The Challenge to Hierarchy in Legal Education: Suffolk and the Night Law School Movement.

PUB DATE- 84

NOTE- 39p.; Revised version of a paper presented at the American Sociological Association (San Antonio, TX, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Educational Change; Educational History; *Education Work Relationship; *Evening Programs; Higher Education; *Law Schools; Lawyers; *Legal Education; *Prestige; Professional Recognition; Social History; Social Status; Social Stratification

IDENTIFIERS- *Harvard Law School MA; Massachusetts (Boston); *Suffolk Law School MA

Hierarchy among Boston's law schools (tracking between schools of different prestige levels) is assessed using a social history. Implications for stratification within the contemporary legal profession are also considered. Law graduates are channeled toward those branches of the profession that match their law school's standing in the hierarchy. High-status law firms choose new associates from the most prestigious schools, while low-status schools tend to channel their students into local law practice because of their lower prestige and power within the profession. As

Computer Technology Corporation, Malvern, Pennsylvania.
AVAILABLE FROM- Society for College and University Planning (SCUP), 2026M School of Education Building, Ann Arbor, MI 48109-1259 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Serials (022) Historical Materials (060)
DESCRIPTORS- *Agency Role; *College Planning; Financial Problems; Higher Education; Organizational Objectives; *Professional Associations
IDENTIFIERS- *Institutional History; *Society for College and University Planning MI

A history of the first 20 years of the Society for College and University Planning (SCUP) is presented, along with an issue of the SCUP newsletter (v15 n3 1985) summarizing the society's 20th annual conference. SCUP's role and performance is divided into five-year periods beginning with 1961-1965. SCUP was founded in 1966 but initial planning for the society began in 1958. The 1967 draft statement of goals stressed academic, fiscal, and physical planning. At the end of the first 5 years of the society, prospects were good: a growing membership, well-organized, well-programmed annual meetings, a regional program underway, a publications program; and executive director continuity. While great growth in membership and income occurred in the early 1970s, costs of quality and prestige also increased. At the end of 10 years, SCUP's expenditures were running about one year ahead of its income. A financial crisis occurred during 1976-1980, and during 1980-1984, SCUP returned from New York to Ann Arbor and experienced renewal. Appendices include lists of charter members, 1978-1979 publications, and annual meeting locations and themes, as well as data on 1978 and 1983 membership, and a 1985 mission statement and statement of objectives and activities. (SW) includes a summary of the society's 20th annual conference. (SW)

ED 266 707 HE 019 037

Gold, Maxine, Ed.
Women Making History. Conversations with Fifteen New Yorkers.
New York City Commission on the Status of Women, NY.
REPORT NO.- ISBN-0-9610688-1-7
PUB DATE- 85
NOTE- 152p.; This publication was made possible with funding from the

The Residence Education Center System of Chapman College, 1958-1982: An Essay with Bibliography and Appendices.
PUB DATE- 12 Dec 85
NOTE- 67p.; Revision of a paper presented to the Annual Nontraditional Interdisciplinary Conference (2nd, Arlington, VA, June 27-29, 1984) and also to the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, September 27-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Armed Forces; *College Programs; Educational History; Educational Quality; Enrollment Trends; *Extension Education; Higher Education; Military Air Facilities; *Off Campus Facilities; Program Administration; Program Descriptions; Student Characteristics
IDENTIFIERS- *Chapman College CA

The history of the Chapman College Residence Education Center (REC) System is traced from 1958 to 1982. After experimenting near its home campus in Orange, California, the program has grown to 41 centers in California and eight other states, including the Navy's shipboard PACE program. In 1958 the college met the request of students at nearby El Toro Marine Corps Air Station and began holding evening classes. In 1965 four military bases requested the college to set up programs at their sites. By the end of the 1981-1982 fiscal year, center course enrollments reached over 28,000, the student body numbered over 4,000, and PACE was producing over 10,000 enrollments a year. The program also serves individuals who are not in the military. Each center handles its own functions, such as revenue, course registrations, admission, and financial aid applications. A manual on REC operations has also been developed. About half of REC center directors have also had military experience, 84% hold graduate degrees, and half are approved to teach center courses. Information is included on REC curriculum and students, academic quality control, enrollment patterns, other off-campus competition, and REC and the home campus. A 10-page bibliography and 14 appendices providing statistical tables and supplementary additional data on the program are included. (SW)

NOTE- 79p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Career Planning; *College Students; Cooperative Education; Experiential Learning; Higher Education; *Job Development; *Program Administration; Program Costs; Public Relations; Student Development; *Student Employment; *Work Experience; *Work Study Programs
IDENTIFIERS- *National Assn of Student Employment Admin

The issues, concerns, and benefits of the student employment movement in higher education and successful techniques are discussed in two publications. After stating the philosophy and history of the National Association of Student Employment Administrators, the report directs attention to how some schools structure, finance, and manage their operations. Public relations, job development, student recruitment, and student development are covered, along with a process of career exploration activities that lead to student participation in experiential education programs. Costs and participation levels of college work-study and cooperative education programs are specified. Programs at various colleges that include combinations of employment practices as well as funding from different sources are profiled. Included are descriptions of management techniques for student employment programs that cover: administrative structures, centralized programs, automated programs, alternative funding, state work study, adult literacy, public relations, promoting equal employment, and job development. Activities to increase public awareness of student employment are also described, including career days/job fairs, student development efforts, student recruitment, career exploration, experiential education, and employer recognition awards. (SW)

ED 266 733 HE 019 103

A Report by the Board of Regents to the Governor and Legislature on the Aid for Part-Time Study Program: The First Year.
New York State Education Dept., Albany.
PUB DATE- Dec 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports -

Eble, Kenneth E.; McKeachie, Wilbert J.

Improving Undergraduate Education through Faculty Development. An Analysis of Effective Programs and Practices.

REPORT NO.- ISBN-0-87589-643-X
PUB DATE- 85
NOTE- 248p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94194 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Church Related Colleges; *College Faculty; Evaluation Methods; *Faculty Development; Higher Education; *Instructional Improvement; Liberal Arts; Private Colleges; *Program Evaluation; Questionnaires; Released Time; Research; Sabbatical Leaves; Scholarship; Selective Colleges; Small Colleges; State Colleges; *Undergraduate Study
IDENTIFIERS- Bush Foundation

Faculty development programs in different types of colleges are considered, along with support of faculty development by private foundations, including the Bush Foundation's Faculty Development Program. The evolution of faculty development in institutions in the United States is traced, with emphasis on efforts in the last 15 years. A literature review covers various developmental activities (instructional, curricular, and organizational). Descriptions are provided of faculty development programs at 18 private and 12 public colleges and universities; 2 small and 3 medium-sized liberal arts colleges; 2 selective and church-related liberal arts colleges; and 2 large public universities. The effectiveness of faculty development programs is analyzed from a number of perspectives. Faculty members are examined across the sample of institutions using a questionnaire circulated to a random sample of the entire faculty cohort. Evaluation methods are described in detail, and difficulties encountered in program evaluation are identified. A step-by-step evaluation of a faculty leave program is provided as an example. Trends in faculty development and ways to build programs constructively in the future are addressed, with attention to improving undergraduate education. The faculty questionnaire is appended. (SW)

and competition did not increase in the experimental group as compared with the control group. Although students in the experimental group expressed favorable attitudes toward some aspects of the IAT method (performing experiments individually, development of independent thinking, self-examination, rate of learning, and self achievement), no changes occurred in their attitudes toward science and understanding the process of science as a result of being instructed in an IAT setting. The only major difference between the boys and girls was that girls expressed more favorable attitudes than boys toward the individualized aspects of the IAT method. Three data tables and a three-page list of references complete the report. (Author/JB)

ED 266 760 IR 011 935

Huppert, Jehuda; Lazarowitz, Reuven
Classroom Management Problems in the Implementation Process of an Audio-Tutorial Program in Biology.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at an International Symposium, "Curriculum in the Making" (Haifa, Israel, March 26-30, 1984). For related documents, see IR 011 934 and 941.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Problems; Adolescents; Audiotape Recordings; *Biology; *Classroom Techniques; Foreign Countries; Grade 9; *Individualized Instruction; Junior High Schools; Multimedia Instruction; *Program Implementation; *Science Instruction; Slides; Teacher Student Relationship
IDENTIFIERS- *Individualized Audio Tutorial Instruction; Instructional Effectiveness; Israel; Printed Materials

The management problems of the implementation process of an Individualized Audio-Tutorial (IAT) learning unit in ninth grade biology in Israel are discussed. The sequence of the learning activities in relation to four problems which were raised during the implementation process are presented: (1) administrative problems at the school level; (2) administrative problems in the laboratory, classroom, or technical level; (3) classroom management problems; and (4) teacher-student behavior. These problems are identified as important because they have an impact on the reciprocal process of the implementation phase on one hand, and the

IDENTIFIERS- Apple II

This article describes Allegro, a computer-assisted report writing procedure developed by a rural school psychology staff to aid in the rapid development and creation of high quality psycho-educational reports. The program's structure, procedural steps, and function are detailed and examples of the program structure are provided through printouts from the Allegro Manual disk. Briefly discussed are field-test and blind-study results which indicate that Allegro is conserving up to 70% of staff time expended on report writing as well as producing documents that are judged to be of higher communicative quality than hand-written reports. A list of references completes the paper. (Author/JB)

ED 266 774 IR 011 992

Lucas, Sam

Computer Utilization in Middle Tennessee High Schools.

PUB DATE- 7 Nov 85

NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 7, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Literacy; *High Schools; *Microcomputers; Questionnaires; Research Methodology; School Surveys; *State Surveys; Teaching Methods; *Use Studies

IDENTIFIERS- *Computer Uses in Education; *Tennessee

In order to determine the capacity of high schools to profit from the pre-high school computer experiences of its students, a study was conducted to measure computer utilization in selected high schools of Middle Tennessee. Questionnaires distributed to 50 principals in 28 school systems covered the following areas: school enrollment; number and brand(s) of computers; plans for increasing the number of computers; source of funds for computer purchases; uses of computers; importance of computers as an instructional tool; and type of training received by teachers using computers. Analyses of the data from the 28 usable questionnaires returned indicate that: (1) there were 23,280 students in grades 9-12 enrolled in the responding schools; (2) the total number of computers in the 28 schools was 340; (3) Radio Shack and Apple were the principal manufacturers (84.5%) of school-owned computers; (4)

ED 266 787 IR 051 442

O'Bar, Jack
The Origins and History of the Bobbs-Merrill Company. Occasional Papers Number 172.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Dec 85
NOTE- 48p.
AVAILABLE FROM- Occasional Papers, Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Books; *Childrens Literature; History; Literary History; *Publishing Industry; *Salesmanship; *Textbook Publication
IDENTIFIERS- *Bobbs Merrill Company; *Trade Books

This history of the Bobbs-Merrill publishing company provides a chronological description of the personalities, activities, and events which influenced its development. Sections in the document include: Background and Origins; The Merger of 1885; The Fire and the Aftermath; Relocation; Sale of the Paper and "Notions" Trade; The New York Office; Indiana Literature; Entrepreneurship and Profit in the Early 1900s; Law Book Publishing; The Reorganization of 1908; The Bookstore; Textbook Publishing; Trade Publishing and Financial Stress, 1910-1916; The Renascence of the 1920s; Textbook and Law Book Salesmen; William Conrad Bobbs; John Jay Curtis; The Reorganization of 1929; The Meridian Street Offices; David Laurance Chambers; Children's Books; Law Publishing in the Depression; Trade Book Publishing in the Depression; World War II and After; Hiram Haydn and the Early 1950s; and Summary and Conclusions. References and the author's vita are included. (THC)

ED 266 788 IR 051 443

Barker, Philip
Programming a Video Disc.
PUB DATE- 85
NOTE- 15p.

component of curriculum during the year 1982-1983. The questionnaire was administered to 407 department heads of whom 241 (59.2%) replied. For the purposes of the study, bibliographic instruction included training in bibliographic citation; procedures involved in bibliographic work as applied to critical studies; bibliographic compilation; and the use of resources to aid research. The first part of the report provides an introduction, an overview of the full text with selected statistics, and recommendations for the improvement of bibliographic tools and knowledge. The introductory material is followed by an analysis of the returned questionnaires and a review of the survey's results. Tables accompany the text. Appendices include: (1) a detailed presentation of the methodology and response levels by region, language of institution, discipline, and size of the university; (2) a selection of the separate courses described by the respondents; (3) lists of required and recommended texts; and (4) the questionnaire. (THC)

ED 266 802 IR 051 457

Cooper, Harris; Ribble, Ronald
Influences on the Outcome of Literature Searches for Integrative Research Reviews.
Missouri Univ., Columbia. Center for Research in Social Behavior.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 36p.
GRANT- NIEG820022
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Bibliographies; Cognitive Processes; *Cognitive Style; Information Needs; *Information Sources; *Online Searching; Online Systems; Position Papers; *Relevance (Information Retrieval); Search Strategies

Three influences on the outcomes of literature searches undertaken as part of integrative research reviews were examined: (1) the degree of expertise of the searcher; (2) the amount of information available (i.e., keywords, bibliographics, abstracts); and (3) the cognitive characteristics of the searcher. Participants were presented with descriptions of documents varying in topic area (related or not related to their expertise), amount of information, vocational, and vocational-adult programs and cooperative and district services; and (8) FTE students and costs by district for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education programs. (EJV)

ED 266 815 JC 860 094

Fuller, Jack
Morale Is Bad!
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty College Relationship; *Organizational Climate; Role Conflict; *Teacher Administrator Relationship; *Teacher Morale; Two Year Colleges

Bad or low morale exists wherever people are dissatisfied with themselves in relation to their environment. In recent years, there is evidence that declining morale has become a problem of national proportions in education. Dwindling enrollments and funding, a changing student body, and curricular adjustments, compounded by the inability of schools to attract and hire new young scholars with fresh ideas, have combined to be extremely unsettling factors. Teacher distrust of and conflicts with administrators have been intensified by collective bargaining and the rise of more militant, professional unions. These recent developments are usually blended with more traditional elements of faculty dissatisfaction, such as bureaucratic routine. Ideally, morale problems would be most desirably and successfully addressed as a joint effort of faculty and administration. The reality of the situation, however, is that administrators should take a leadership role, restraining both their enthusiasm and impatience, sorting the causes from the symptoms of low morale, and considering the following: (1) morale is often misperceived as an institutional phenomenon, but organizational morale is really a collective expression of individual feelings; (2) the quality of corporate morale is relative and lies in the eyes of the beholder; (3) good morale must be preserved by ongoing programs, while bad morale can only be corrected by a unified, collective, methodological, and extensive schedule of problem identification and response; and (4) administrators, staff, board members, and the community have a

ED 266 828   JC 860 120

Instructor Manual, 1984-1985. Delta College Parent Awareness. Developmental Disabilities/Parent Awareness Program.
Delta Coll., University Center, MI. Allied Health-Community Affairs.
SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.
PUB DATE- 86
NOTE- 88p.; For other manuals in this series, see JC 860 121-124.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; Classroom Environment; Community Colleges; *Developmental Disabilities; *Parent Child Relationship; *Parent Education; Program Descriptions; Student Recruitment; Teaching Guides; *Teaching Methods; Two Year Colleges

Designed for instructors in the Delta College Parent Awareness Program, this manual provides information on the program, its students, and appropriate instructional techniques. Introductory material describes the Parent Awareness Program designed for parents and family members of persons with mental retardation, cerebal palsy, epilepsy, autism, and learning disabilities. Next, an overview of the program is presented, covering its history and philosophy, the need for programs for parents of developmentally disabled children, the job responsibilities of field instructors, and the curriculum manuals prepared for the program. Following a description of procedures used to develop community support and recruit parents, a discussion is presented of instructional considerations related to parental stages of acceptance, adult learning theory, and the establishment of a participative environment. The next section suggests appropriate instructional techniques, discussing methods of presentation; the use of ice breakers, warm-ups, and games; how to obtain feedback and promote interaction through communication techniques; and how to deal with problems in a group. The final sections present lists of instructional materials, recommended readings, and other resources, along with sample forms and instructor contracts. (LAL)

Development Programs.
PUB DATE- 24 Mar 86
NOTE- 7p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (91st, Chicago, IL, March 23-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Community Colleges; Educational Finance; *Fund Raising; *Governing Boards; Institutional Advancement; Philanthropic Foundations; *Trustees; Two Year Colleges
IDENTIFIERS- *Public Colleges

The literature on trustees of private, non-profit institutions and their fund-raising role almost always advises the institution that is having trouble raising money to look to its board of trustees. Oddly enough, there has been very little research or writing on the fund-raising role of public institution trustees, despite the fact that about 70% of public four-year institutions and many two-year institutions have established foundations to raise private monies. Though public sector trustees are not usually appointed for their potential as contributors and fund-raisers, elected trustees can assist the fund-raising function in the following ways: (1) trustees must provide moral and institutional support for the foundation and its initiatives; (2) trustees must clearly state the mission of the college, define its support needs, and provide the priorities, programs, and purposes that will put the donors' money to work; (3) trustees must grant sufficient independence and authority to the foundation board so that the most capable individuals will be interested in serving; (4) trustees must account to the foundation board for the institution's use of private gifts; (5) trustees must relay clear messages on college projects to the foundation board; (6) trustees and administrators must charge the foundation with an important role in community/corporate relations and legislative action; and (7) elected trustees may serve as members of the foundation as individuals. (EJV)

ED 266 842 JC 860 137

Berry, David A., Ed.; Curry, Steve, Ed.
The Introductory History Course: Alternative Directions.

ED 266 856 PS 015 652

Ekholm, Bodil; And Others
Stabilitet i uppfostringsattityder hos daghemspersonal (Stability of Attitudes of Child-Rearing by Personnel at Day-Care Centers).
Linkoping Univ. (Sweden). Pedagogiska Inst.
SPONS. AGENCY- Swedish Delegation for Social Research (Sweden).
REPORT NO.- ISBN-91-7372-856-X; LiU-PEK-AR-3
PUB DATE- Aug 84
NOTE- 37p.; For related documents, see PS 015 648-654.
LANGUAGE- Swedish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; *Child Rearing; *Day Care Centers; Early Childhood Education; Foreign Countries; *Institutional Characteristics; Longitudinal Studies; *Preschool Teachers; Questionnaires; *Teacher Attitudes
IDENTIFIERS- *Sweden

All day care personnel (about 900) in a Swedish commune answered a questionnaire concerning attitudes toward child rearing. The questionnaire consisted of 10 short descriptions of daily day care situations representing a child rearing dilemma which could be solved in different ways. Respondents indicated their views of typical and preferred ways of handling each situation. The questionnaire was administered twice: initially and one year later. Across time, the group means for dealing with the child rearing dilemma situation did not differ. Findings indicated that 61 percent of the centers showed comparable patterns on the two occasions the questionnaire was administered. A significant statistical correlation was found between stability of attitudes and the age of the day care center. No significant correlation was found between stability of attitudes and the number of personnel who had changed jobs during the year. The survey instrument is included. (Author/RH)

ED 266 857 PS 015 653

ED 266 871 PS 015 674

Espinoza, Renato; And Others
Working Parents Project. Final Report (December 1, 1984 - November 30, 1985).
Southwest Educational Development Lab., Austin, TX. Div. of Family, School and Community Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 30 Nov 85
NOTE- 117p.; For earlier reports, see ED 248 032 and ED 254 338.
CONTRACT- 400-83-0007-P-3
AVAILABLE FROM- SEDL Publications, 211 East 7th Street, Austin, TX 78701.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Employed Parents; Guidelines; *Parent Participation; *Parent School Relationship; Program Development; *Program Implementation; *School Business Relationship
IDENTIFIERS- *Employer Role; *Working Parents Project

This final report describes activities undertaken by three school districts in the Austin, Texas area to monitor the implementation of the Employer-Supported Parental Involvement in Education (ES/PIE) Program, an initiative of the Working Parents Project (WPP) of the Southwest Educational Development Laboratory (SEDL). The ES/PIE program was designed as a set of activities that schools and school districts, as well as employers, could implement to increase working parents' involvement in the education of their children. After a brief overview of the WPP and related background information, the project goal and objectives for fiscal year 1985 are delineated. Major project activities and accomplishments are reported; these concern the expansion of the project's database on collaborative efforts in SEDL's region, monitoring the implementation of the Business/Employer component of the ES/PIE, promoting the implementation of ES/PIE, and the refinement of practical guidelines to assist school personnel and corporate officers in ES/PIE implementation. Concluding remarks briefly comment on other programs directed toward working parents, other forms of school/business collaboration, time needed to implement the ES/PIE program, the importance of school district size and resources, facilitative characteristics of business/employers, and the importance of leadership by educators. A bibliography of nearly

Sawtelle, Charlotte
Learning Is a Family Affair: A Guide for Parents of Children in Grades 7-12.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- Jul 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Career Planning; *Discipline; Elementary Secondary Education; Guidelines; Homework; Individual Development; *Parent Education; *Parenting Skills; Parent Role; Peer Relationship; *Self Esteem

One of a series, this guide was produced for parents who want to become involved in their children's education and is designed to help them understand and encourage adolescents' growth and development. Section I offers an overview of adolescence. Section II discusses aspects of self-esteem, qualities of relationships affecting self-esteem, and improving low self-esteem. Section III describes developmental tasks of adolescents. Section IV differentiates parental encouragement and pressure, and section V discusses aspects of peer relationships and peer pressure. Discipline is the topic of section VI. Sections VII, VIII, and IX, respectively, explore ways of helping the adolescent toward responsibility, fostering a positive attitude toward school and learning, and helping with homework. Section X suggests ways of helping the adolescent having problems at school. Career planning is discussed in section XI. (RH)

RC

ED 266 886　　RC 015 340

Thomas, Joy
Sequoyah and the Cherokee Syllabary.
PUB DATE- 72

meaning of physical and mental health, the differences between treatment and prevention, and how education contributes to disease and health of children. Education's role in disease prevention is defined as helping the learner respond appropriately to stress arising from the environment or emotional development. Such education does not seem to be available to natives. The "great learning enterprise" called for by Canada Native elders is summarized by four points: (1) the heart of the problem lies with the native community and solutions must come from those communities, (2) the future is inseparably linked to the past, (3) educating native peoples to direct their own healing and development must be a lifelong undertaking; and (4) the wellbeing of the individual is inseparable from the health of the social and cultural context from which the individual comes. A wholistic educational plan centering on the children is seen as the solution to diseases such as alcoholism and drug abuse. Activities and questions to aid in applying the information to local conditions are included. (LFL)

ED 266 898 RC 015 602

Towards a Vision of Human Possibility. Adult Education Series. Discussion Paper Six.

Lethbridge Univ. (Alberta). Four Worlds Development Project.

PUB DATE- 84

NOTE- 23p.; For related documents, see ED 262 924-926 and RC 015 597-605.

AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; Alcohol Education; *American Indian Education; *Canada Natives; *Cognitive Development; Community Change; Discussion (Teaching Technique); Drug Education; Educational Objectives; Foreign Countries; *Holistic Approach; *Individual Development; *Physical Development; Self Actualization

IDENTIFIERS- Canada; Four Worlds Development Project (Alberta); *Medicine Wheel

Part of a series designed to help commuity groups engage in

ED 266 911 RC 015 635

Sarachan-Deily, Ann Beth; And Others
A Curriculum Infusion Approach to Preservice Rural Teacher Preparation: Strategies and Resources.
PUB DATE- Oct 85
NOTE- 18p.; Paper presented at the Annual National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Curriculum Enrichment; *Education Courses; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Rural Education; *Special Education; Student Teaching; Teaching Experience
IDENTIFIERS- *College of Saint Rose NY; New York

Collaborative strategies were used by The College of Saint Rose (CSR) and 15 rural school districts in upstate New York to implement preservice teacher training and programming to better meet the needs of handicapped learners in rural settings. Through meetings and questionnaires, rural administrative teams identified relevant skills and issues that preservice teachers need to work effectively with handicapped students in mainstreamed settings in rural areas. This input, along with conclusions drawn from literature reviews, provided the basis for preparation of a Rural Education Resource Booklet to assist CSR faculty in adopting a curriculum infusion approach to include rural components in their education courses, with emphasis on problems of teaching mainstreamed handicapped students in rural settings. The booklet contained an introduction and rationale for teacher preparation for rural service, gave five key competencies for teaching handicapped children in rural areas, and identified several major objectives for teaching each competency. The booklet also suggested content for teaching these objectives through educational profiles, readings, activities, dilemmas, simulations, discussion questions, transparencies, resource lists, and information on new technology. By fall 1985, two student teachers had been placed in participating rural school districts and nine CSR faculty members had incorporated rural materials into their courses. (NEC)

ED 266 924 RC 015 650

Mokler, Mary M.; And Others

Family Talks for Native Americans: The Leaders's Guide. Listening to and Talking with Indian Children about Sexuality. Revised Edition.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Five Sandoval Indian Pueblos, Inc., Bernalillo, NM.

SPONS. AGENCY- Indian Health Service (PHS/HSA), Rockville, MD.
PUB DATE- Feb 86
NOTE- 70p.; Adapted from "Family Talks: Talking and Listening to Kids about Sexuality" by Ellen H. Peach and David R. Reese, 1982.
GRANT- APH-000-310-01-01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indians; Childhood Needs; *Child Rearing; Children; *Cultural Context; Definitions; Discussion Groups; Interpersonal Communication; Leaders Guides; Leadership Styles; Parent Attitudes; Parent Child Relationship; *Parenting Skills; Parent Role; *Sex Education; *Sexuality; Tribes
IDENTIFIERS- United States (Southwest)

Adapted for Indian tribes of the southwest, this leader's guide outlines a training program designed to help Indian people act effectively as the primary sex educators of their children. The guide focuses on ways to help small groups understand attitudes, values, and facts about sexuality and acquire parenting skills such as communicating with children, clarifying one's own values, and reassuring children about the normalcy of their growth and change. Material is organized under three group training sessions with a detailed sequence of activities and suggestions for leaders included for each session. Session 1 covers establishing a comfortable climate for the group and introducing the topic and the participants. Session 2 focuses on learning to talk about sex. Activities include small group discussion, films, and communication games for speaker-listener pairs. Session 3 explores the child's view of sexual issues and the value of touch in Indian culture. Additional information includes discussion of the changes made in adapting the program for Indian cultures, evaluation forms for participants, and self-evaluation questionnaires for leaders. The bibliography includes titles of 8 books, articles, and films used in the training program and 37 additional books and audiovisual resources. (JHZ)

issues raised by robotics in robot installation, programming, and maintenance); (5) productivity and capital formation (considering whether there is adequate capital to fund the modernization of industrial plants for use of automation technology, to fund the construction and expansion of plants to produce robots in quantities necessary to have a significant economic impact, and to fund entrepreneurs who wish to develop new types of robots for new applications); (6) robot applications, focusing on spot welding, arc welding, spray painting and coating, and on advantages offered by industrial robots in painting), machine loading and unloading, machining, transferring, and assembling; and (7) prospects for the future. (JN)

ED 266 938 SE 046 449

Rowland, Paul
Influencing Teaching: An Inside View of an Outside Interest Group.
PUB DATE- 23 Oct 85
NOTE- 11p.; Paper presented at the Meeting of the Rocky Mountain Educational Research Association (Las Cruces, NM, October 23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Energy Education; Heating; Higher Education; Instruction; Instructional Materials; *Newsletters; Program Descriptions; *Program Effectiveness; Program Evaluation; *Solar Energy; Teacher Education
IDENTIFIERS- *New Mexico Solar Energy Institute; Renewable Resources

The New Mexico Solar Energy Institute (NMSEI) education program has attempted to influence teachers to increase the quantity and quality of teaching about renewable energy sources and their uses. Since 1982, the program has used the following methods for influencing energy education: a newsletter for educators; conference and classroom presentations for children, their teachers, and preteachers; development and distribution of a curriculum package for an adult education course; distribution of instructional materials; participation in a national energy education day project; and the donation of laboratory equipment. Each of these program activities is described. Also described is the evaluation of several program components, including: (1) the

AVAILABLE FROM- Golden Empire Health Planning Center, 2100 21st Street, Sacramento, CA 95818 ($10.00 with binder; $6.00 without binder).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; Air Pollution; *Chemistry; Environmental Education; Hazardous Materials; High Schools; Home Economics; *Learning Activities; *Merchandise Information; *Poisons; *Safety Education; Science Education; *Toxicology; Units of Study; Waste Disposal

This curriculum consists of a one-week course of study designed to introduce students in grades 9-12 to (or increase their awareness of) toxic substances commonly found in the home. It includes an introduction/conceptual framework, five lessons, a unit test, and appendices. Each lesson consists of a statement of purpose, objectives, list of equipment and/or materials (with overhead projector masters and ready-to-duplicate student handouts provided), time allocation, activities, teaching procedures, and a form of evaluation capable of measuring the achievement of the objectives. The concepts fostered focus on emergency preparedness and problems with antidotes, labeling of ingredients, adverse health effects, disposal problems, and on advertising techniques and safer substitutes. The appendices include an annotated list of resource materials, a list of state hazardous and solid waste agencies containing additional background information on household toxics and safety precautions, a chart of household products causing indoor air pollution, a resource sheet on chemical hazards in the arts, a list of environmental/health and safety programs, a chart of first aid tips for poisoning, and a question and answer sheet on specific toxic "incidents." The curriculum is appropriate for use in a variety of subject areas, including health and safety, home economics, physical sciences, environmental sciences, and young mothers programs. (JN)

ED 266 952 SE 046 464

Ellis, James D.; Kuerbis, Paul J.
The Development of a Test of Computer Literacy for Science Teachers in Grades K-12.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86

program; and (5) preserve the questioning of the Piagetian tasks. To accomplish these objectives, 75 secondary school students (38 males and 37 females) were tested using these four instruments: the computer simulation; Piaget and Inhelder's pendulum task; Lawson's Classroom Test of Formal Thinking; and the American Chemical Society Test of High School Chemistry. In addition, a panel of experts evaluated the consistency of the computer simulation with the pendulum task. Based on this evaluation and the statistical relationships between the simulation and pendulum task, it may be concluded that the technique has a degree of construct validity with the pendulum task. Concurrent validity can be established on the basis of the non-parametric correlations examined. Results also indicate a high degree of test-retest reliability ($r=0.81$). Sex bias was also demonstrated (based on the difference in variance of male and female simulation scores). (Author/JN)

ED 266 968 SE 046 480

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 24 (1985).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Dec 85

NOTE- 150p.

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $12.00; $5.00 each).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; *Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability

Evaluation Report on Comprehensive Arts Planning Program (CAPP).
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jan 85
NOTE- 25p.; For related document, see SO 016 911.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Committees; Educational Needs; Elementary Secondary Education; Fine Arts; Planning; Program Descriptions; Program Development; Program Effectiveness; *Program Evaluation; State Programs; Statewide Planning; Team Training; Technical Assistance
IDENTIFIERS- Minnesota

Comprehensive Arts Planning Program (CAPP) grants were awarded to 30 school districts in Minnesota to improve their arts education programs. Each district formed a community-based team of eight persons. Each team was then responsible for planning developing, and promoting comprehensive arts education within the district. Following a brief introductory section, this evaluation report provides a program description with information about goals and objectives, the CAPP Steering Committee, foundation grants received, selection and funding, location of projects, use of the teaming concept, and CAPP training and technical assistance. The third section outlines program evaluation objectives and techniques. Findings in section IV are organized around major evaluation questions and deal with 12 major types of CAPP activities, the extent to which the CAPP plan has been implemented, the success of the team approach, helpfulness of training and technical assistance, and major benefits and drawbacks of CAPP. Recommendations for the program, which are summarized in the final section, include continued funding of the arts. Also encouraged was the development of a state-wide clearinghouse which could serve as an information center to establish a network of CAPP programs, to make resources and materials available, to provide training/inservice for various audiences about the arts and CAPP, and to encourage media attention to the arts in general and CAPP programs in particular. At the district level, CAPP districts recognized the need for continued school and community awareness activities, district administrative support, and concern for the composition of the CAPP committee. The committee member questionnaire and the team chair questionnaire are appended. (LH)

DESCRIPTORS- Arbitration; Citizenship; *Civil Liberties; Comparative Analysis; *Conflict Resolution; Cultural Awareness; *Cultural Differences; Decision Making; Family (Sociological Unit); *Global Approach; Government (Administrative Body); High Schools; Interdisciplinary Approach; *International Cooperation; *International Law; International Organizations; Laws; Learning Activities; Lesson Plans; Migration; Negotiation Agreements; Units of Study; War; World Affairs

IDENTIFIERS- North Atlantic Treaty Organization; World Order

This global approach to teaching high school students about international law uses existing curriculum materials from a variety of social studies disciplines to present five major perspectives. Perspective I "Global Links," focuses on the meaning of citizenship in a global age and the interconnectedness between individuals and the international system. Perspective II, "Cultural Contrasts," examines custom and law, including cultural perspectives on family law, decision making in another culture, and international human rights. Perspective III, "Actors and Relationships," examines actors on the international stage including nation-states, multi-national corporations, regional organizations, and non-governmental organizations. Focusing on "International Order," perspective IV presents an historic view of various models of world order, law, and government. The final perspective provides an introduction to international conflict; lessons on negotiation, arbitration, adjudication; and other approaches to resolving international conflict. Student materials containing readings and activities are presented in the order provided in accompanying teaching materials. Student materials include readings reprinted from news articles and other publications, readings in question-and-answer format, simulations, worksheets, survey questionnaires, related vocabulary, and discussion questions. Maps, data tables, and photographs supplement student readings. (LH)

ED 266 997 SO 016 966

Newbury, David N.; Farmakis, George

The Governance, Cost and Sources of Fiscal Support for Public Education in Michigan: A Curriculum Outline for High School Social Studies Teachers.

Michigan Association for Supervision and Curriculum Development, Lansing.; Michigan Council for the Social Studies, Lansing.

PUB DATE- Feb 85

NOTE- 25p.

complement, especially for addressing personal concerns. The psychological literature on decision making and efficacy has not been utilized to any great extent and offers real prospect for helping address the personal concerns of teachers about implementing an innovation. Several specific concepts from the work of Janis (1976) and Bandura (1977; 1982) are presented and several practical uses of their ideas are illustrated. (JD)

ED 267 011 SP 026 846

Discussion Guide for Teacher Education and Certification Standards Revision.
Ohio State Dept. of Education, Columbus.
PUB DATE- 84
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Change; Educational Legislation; Elementary Secondary Education; *Group Discussion; Higher Education; *State Standards; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Ohio

This discussion guide identifies significant concerns and provides background information to assist interested persons as they discuss teacher education and certification in Ohio. Part 1 explains the why and the how of the decision maker's role in discussing critical issues and making recommendations for revising standards. Part 2 (plus the appendix) outlines the current status of Ohio teacher education and certification. Part three capsulizes the current major reports and research by leading individuals and organizations. The fourth part, the working part of the guide, contains 21 discussion items for improving teacher education. In each case, some of the approaches being advocated by citizens and professional educators are described. The discussions that this document supports constitute the first of a three-phase revision of teacher education and certification standards. The certification regulations and requirements given in the 11 appendixes are printed on the left hand side of each page. The right hand side is left blank for recommendations. (JD)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Educational Testing; Elementary Secondary Education; *Student Motivation; *Teacher Behavior; Teacher Student Relationship; *Teaching Skills

This book is an update and explanation of "The Seven Laws of Teaching," written by John Milton Gregory in 1884. The teaching laws are clear and simple statements of the important factors governing the art of teaching. They are: (1) The teacher must know the lesson, truth, or art to be taught; (2) The learner must show interest in the lesson; (3) The language used as a medium between teacher and learner must be common to both; (4) The lesson to be mastered must be given in terms of truth already known by the learner; (5) Teaching must arouse the pupils to learn things for themselves; (6) Learning is thinking into one's own understanding a new idea or truth, or working into habit a new skill or art; and (7) Teaching must be completed, confirmed, and tested by review, re-thinking, and application. A chapter is presented for each law exploring the philosophy of the law, rules for teachers, and violations and mistakes. (CB)

ED 267 029 SP 027 237

Horton, Daniel, Jr.; Martin, John Gares
Buckley: One Decade Later--Impact on the Profession.
Association of Teacher Educators. Indiana Unit.; Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
PUB DATE- Feb 86
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Rights; *Confidentiality; *Educational Legislation; *Record Keeping; *Student Records; Student Rights; *Teacher Employment
IDENTIFIERS- *Buckley Amendment

The passage in 1974 of the Family Educational Rights and Privacy Act (The Buckley Amendment) created concern throughout the education profession. The purpose of the Buckley Amendment was to: (1) assure parents and students access to education records; (2) protect the individual's right to privacy by limiting transferability of their records without consent; and (3) give classroom climate; (2) curricula; (3) communication; (4) progress; (5) practices; (6) performance; (7) reflective teaching; (8) tools; and (9) training. (CB)

ED 267 045 SP 027 313

Allain, Violet Anselmini
Pandora's Chip: Computer Literacy for Pre-Service Teachers.
PUB DATE- Feb 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Higher Education; *Preservice Teacher Education; *Teacher Education Programs

With the advent of microcomputers into the public school classroom, there is a growing need for teachers to be knowledgeable about computer application and potential. The Teacher Education Program at James Madison University has attempted to meet this need by developing a self-instructional module on computer literacy for its introductory education course. The module deals with the following topics: (1) introduction to the computer; (2) computer assisted instruction; (3) basic programming skills; (4) word processing; and (5) evaluation of software. Each topic identified several objectives, activities, and an evaluation check. The purpose of this paper is to describe this initiative to integrate a computer literacy component into a teacher education course by reviewing the content and implementation of the Computer Literacy Module. (Author)

ED 267 046 SP 027 315

Martin, Dawn Vincent
Teacher Testing: I'm O.K., You're O.K., But Somebody's Not!
PUB DATE- Feb 86

ED 266 663 FL 015 509

Paulston, Christina Bratt
Communicative Competence and Language Teaching: Second Thoughts.
PUB DATE- 85
NOTE- 19p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Communicative Competence (Languages); *Cultural Context; Definitions; Educational Strategies; English (Second Language); *Language Usage; Linguistic Theory; Second Language Instruction; Sociolinguistics; *Speech Acts; Teacher Attitudes; Teaching Methods

Discussions of the communicative approach to language teaching are often confusing because different definitions are ascribed to communicative competence in the teaching context. Its definition as the appropriate use of the sociocultural rules for language use in spontaneous interaction is preferred; this definition makes possible more precise testing of communicative proficiency. An ethnographic study of features of effective classroom activities in bilingual education has these implications for the communicative approach and instruction in English as a second language: (1) good teachers do make a difference; (2) methods and materials are not as important as meaningful and interesting activities, on-task focus, clear activity objectives, and comprehensible feedback; (3) to the degree that teachers can incorporate these principles in their classroom activities, students should learn English. It seems, moreover, that communicative language teaching by its nature already does, or easily can, incorporate all of these features. Whether or not the communicative approach is adopted, an approach to language teaching that incorporates genuine communication in the classroom is desirable. (MSE)

ED 266 664 FL 015 510

PUB DATE- Jan 85
NOTE- 171p.
AVAILABLE FROM- National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, DC 20009 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Admission (School); *Federal Regulation; Foreign Countries; *Foreign Students; Guidance; *International Educational Exchange; Language Proficiency; Legal Problems; Principals; *Program Administration; School Orientation; *Secondary Schools; Student Characteristics; *Student Exchange Programs; Student Placement; Student Records

A secondary school principals' reference guide provides information on key issues concerning foreign students in the United States both in organized exchange programs and under sponsorship of relatives and friends. The topics discussed include: elements in promoting successful youth exchange programs; admissions and academic placement (initial information to be obtained, evaluation of credentials, grade placement, and English language proficiency); guidance and counseling (registration, school and community orientation, using foreign students as educational resources, common counseling needs, and relevant U.S. immigration regulations and procedures); and profiles of the educational systems and cultures of Canada, West Germany, France, Italy, Japan, and the United Kingdom. Appended materials include United States Information Agency criteria for teenager exchange visitor programs; a list of state consumer protection offices; sample forms to assist in the evaluation of foreign credentials; relevant U.S. immigration regulations, procedures, and forms; and a listing of resource materials and organization. In addition, country/culture profiles (with maps) are provided for Brazil, Egypt, Finland, India, Israel, Mexico, Nigeria, the Philippines, South Korea, Spain, Sweden, and Thailand. (MSE)

ED 266 679 FL 015 528

Swinger, Alice K.
Planning for Study Abroad. Fastback Series 228.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-228-3
PUB DATE- 85

unfair as hierarchical ranking of schools might seem today, the profession is far more meritocratic than it was in the early days of the republic. Attention is directed to: early American legal education, class conflict in legal education, the battle over the shape of legal education in Boston, Boston law schools in the 1920's, Harvard Law School vs. Suffolk Law School and confrontations about day and night law school programs, the background of Suffolk students, the status of Suffolk graduates in 1928, the contemporary hierarchy, and implications for the future. A six-page list of references is included. (SW)

ED 266 694 HE 018 747

Bender, Eleanor M., Ed.; And Others
All of Us Are Present. The Stephens College Symposium. Women's Education: The Future (Columbia, Missouri, February 15-18, 1983).
Stephens Coll., Columbia, MO. James Madison Wood Research Inst. for the Study of Women's Education.
REPORT NO.- ISBN-0-916767-01-9
PUB DATE- 15 Aug 84
NOTE- 155p.; Document printed on colored paper. Photographs may not reproduce clearly.
AVAILABLE FROM- Stephens Colleges, James Madison Wood Research Institute, Box 2134, Columbia, MO 65201 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; *Change Agents; College Attendance; *College Curriculum; Educational History; Ethnic Stereotypes; Females; *Feminism; Higher Education; Leadership; Minority Groups; *Nontraditional Students; Role Perception; Sex Stereotypes; *Social Change; Student Needs; *Womens Education; Womens Studies

Women's education and the future are considered in 10 papers/summaries from a 1983 symposium at Stephens College. Four basic themes are addressed: effects of social change on women's lives; the diversity of women students (in age, racial/ethnic background, economic level); structure/content of the college curriculum; and the necessity to make women agents of change. Also presented are summaries of workshops on: women's special needs, societal effect and feminist consciousness, curriculum, and change agents. Titles and authors are: "The Cult of True Womanhood: Past and Present" (Patricia Albjerg Graham); "The Rise of Feminist

American Express Foundation, Brooklyn Union Gas Company, and the Daily News Foundation.

AVAILABLE FROM- New York City Commission on the Status of Women, 52 Chambers Street, Suite 207, New York, NY 10007 ($4.95 plus postage--$2.00 first class, $1.00 book rate).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Activism; *Athletes; Authors; Dance; *Females; *Fine Arts; Higher Education; Interviews; Journalism; Lawyers; Musicians; News Reporting; Physicians; Politics; *Professional Personnel; Publicity; Scientists; Singing; *Success; Theater Arts

The dreams and contributions of 15 outstanding New York City women are presented through interviews. The women are involved in various fields, such as the professions, the arts, business, sports, and politics. They also represent the diversity of cultures and nationalities of the city. The profiles provide examples of how women in the 1980s are living their lives, managing career and family responsibilities, and viewing themselves in relation to the world. The women (with subtitles about them), as well as the interviewers, are as follows: Dorothy Brunson: "The Making of an Entrepreneur" (Jacqueline Paris-Chitanvis); Ruth Clark: "Turning Every 'No' into a 'Yes'" (Marianne Ilaw); Laura Dean: "The Drive To Be Different" (Helen Benedict); Linda Down: "Charting a New Course" (M. Ilaw); Geraldine Ferraro: "Making National Political History" (H. Benedict); Charlayne Hunter-Gault: "Newsmaker, Newsbreaker" (M. Ilaw); Amalya Kearse: "A Judge with High Honors" (Roslyn Lacks); Paule Marshall: "Filling Silences with Strong Voices" (H. Benedict); Helen Rodriguez-Trias: "Mixing Pediatrics with Politics" (H. Benedict); Yolanda Sanchez: "A New York Activist with a World View" (J. Paris-Chitanvis); Muriel Siebert: "Playing the Numbers on Wall Street" (R. Lacks); Beverly Sills: "Undaunted and Undefeated" (H. Benedict); Ellen Stewart: "Founding Mother of La MaMa" (J. Paris-Chitanvis); "Garaldine Stutz: "She Minds the Store" (R. Lacks); and Chien-Shiung Wu: "A Life of Research" (J. Paris-Chitanvis). (SW)

ED 266 708 HE 019 042

Postbasic and Graduate Education for Nurses. Report on a WHO Meeting (Helskini, Finland, June 4-8, 1984). EURO Reports and Studies 99.

World Health Organization, Copenhagen (Denmark). Regional Office for

Kaplin, William A.
The Law of Higher Education: A Comprehensive Guide to Legal Implications of Administrative Decision Making. Second Edition.
REPORT NO.- ISBN-0-87589-619-7
PUB DATE- 85
NOTE- 621p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Accrediting Agencies; Activism; Civil Rights; Collective Bargaining; *College Admission; College Faculty; College Students; *Compliance (Legal); Constitutional Law; Contracts; *Court Litigation; Due Process; Employment Practices; *Faculty College Relationship; Federal Regulation; Government School Relationship; Grievance Procedures; *Legal Responsibility; Local Government; Personnel Policy; Postsecondary Education; School Community Relationship; School Security; State Licensing Boards; *Student College Relationship; Student Financial Aid; Trustees
IDENTIFIERS- College Athletics; Out of State Institutions

The role of the law on campus is addressed in this resource book for administrators and legal counsel. An overview covers sources of postsecondary education law (e.g., statutes, institutional contracts) and dichotomies between the public and private sectors and between school and church. Attention is directed to: legal concepts and issues affecting internal relationships on campus and external relationships with private accrediting agencies and with local, state, and federal government; the law's impact on administrators' roles and functions; and broad questions of governmental power and process. Specific topics include: institutional and personal liability for acts of trustees and administrators; employment contracts; collective bargaining; nondiscrimination in employment; standards and procedures for faculty personnel decisions; faculty academic freedom; the legal status of students; admissions; financial aid; disciplinary rules; grades, credits, and degrees; suspension/dismissal; student protest/demonstrations; student organizations; student press; student housing; athletics; student files/records; disciplinary and grievance systems; and campus security. Provisions of the U.S. Constitution that apply to colleges are included, along with a court case index, and bibliographies for each chapter. (SW)

Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; College Credits; *College Students; *Eligibility; *Financial Policy; Grade Point Average; Higher Education; *Part Time Students; Program Administration; Public Policy; *State Aid; Statewide Planning; *Student Financial Aid
IDENTIFIERS- Aid for Part Time Study Program; *New York

A 1984-1985 update on operations of the Aid for Part-Time Study Program (APTS) in New York State is presented, along with recommendations of the Board of Regents. The APTS program provides up to $2,000 in annual awards to part-time undergraduates enrolled in degree programs. Awards are available for up to 8 years of part-time study for programs normally requiring 4 years of full-time study. The typical APTS recipient in 1984-1985 was on average 31 years old and was financially independent. The average APTS award was $525, and only 28 percent of the total annual appropriation for the program was spent. Of 202 eligible institutions, 145 made awards, and of 250,000 part-time undergraduates, 5,911 received APTS awards. Factors leading to severe underutilization of APTS included: institutional concern about tuition liability for award recipients who failed to achieve a cumulative passing average; necessity for modifying the program to make it administratively feasible; no provision for prepayment to colleges, causing them to finance a state-funded program; and limited access to the program for students who had not accrued six prior semester hours of credit. Data are provided, including the income and age distribution of recipients, and distribution of awards by sector. (SW)

ED 266 734 HE 019 104

McMillan, James H.; Potter, David L.
College Student Achievement Objectives and Tests.
SPONS. AGENCY- Virginia State Council of Higher Education, Richmond.
PUB DATE- Feb 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Certification; *Cognitive Measurement; Cognitive Processes; College Entrance Examinations; *College Students; *Educational Testing;

Core Competences in Engineering. An FEU View.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-946469-94-6

PUB DATE- Nov 85

NOTE- 73p.

AVAILABLE FROM- Department of Education and Science, Publications Dispatch Centre, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ England (limited numbers available).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; *Competency Based Education; *Educational Objectives; Education Work Relationship; *Engineering Education; *Engineering Technicians; Experiential Learning; *Foreign Countries; Higher Education; Performance; Program Implementation; Student Evaluation

IDENTIFIERS- *England

A framework for the education, training, and accreditation of engineering personnel in England, particularly those at the craft/technician level, is proposed. The competence-based core for engineering education and training is endorsed by the Basic Engineering Study Group, and is the result of a 2-year project to address problems of overlap, duplication, and inadequate linkage between courses. Recommendations for implementation, assessment, and accreditation are included, along with suggestions for coordinating agreement on standards. Engineering core aims and general objectives are presented for: communication skills, engineering drawing, design and decision-making, mathematics, engineering science, engineering systems, engineering materials, laboratory and practical work, tools and equipment, measurement and data evaluation, and industry and the social environment. Appendices include: an outline of the development of "Core Competencies in Engineering," a list of the study group members and their affiliations, examples of tasks suitable for competence-based learning and assessment, position statements by six interested agencies, examples of college organization for "core competencies" learning and assessment, and a glossary of terms and list of abbreviations. A bulletin summarizing the report is included. (SW)

ED 266 748 HE 019 132

Review of the University of Alaska FY 1987 Operating and Capital formative evaluation of the learning units on the other. Four charts are included which provide: the scheme of a sequence of learning activities in an IAT lesson; sample card used by students to record their learning unit activities; the learning process of an IAT in a typical classroom; and a comparison of teachers' and students' behavior in conventional courses and IAT courses. A list of references completes the document. (Author/JB)

ED 266 761 IR 011 941

Lazarowitz, Reuven; Huppert, Jehuda
Junior High School Students' Achievements in an Audio-Tutorial Biology Setting.
PUB DATE- Aug 85
NOTE- 23p.; For related documents, see IR 011 934-935.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Aptitude Treatment Interaction; *Biology; Conventional Instruction; Foreign Countries; *Individualized Instruction; Intelligence Quotient; *Intermode Differences; Junior High Schools; Multimedia Instruction; Pretests Posttests; *Science Instruction; Sex Differences; Tables (Data)
IDENTIFIERS- *Individualized Audio Tutorial Instruction; *Instructional Effectiveness; Israel

To detemine the effectiveness of the Individualized Audio-Tutorial (IAT) method of instruction, an IAT unit in biology was implemented in ninth grade classrooms in an urban school in Israel, and student achievement was measured in relation to gender, academic background in mathematics and biology, and IQ levels. The 180 subjects were randomly assigned to an experimental group (N=105) and a control group (N=65). Students were pretested for prior knowledge of biology, and an achievement test was administered at the end of each learning unit. Data from both academic achievement in biology and mathematics and scores on three intelligence scales were used to cluster students at three levels. The mean scores in the three IAT units were compared using analysis of variance, and significant differences were found: (1) low achievers in mathematics and biology obtained low scores on the IAT units; (2) middle and high level achievers received higher scores with the IAT approach; and (3) similar results were found for the control group, which had received traditional instruction. It was also found that the girls' a mean of 12.5 computers per school and a mean of 831 students per school resulted in a computer to student ratio of 0.0150 to 1; (5) if each school increased its computer inventories as planned by the end of the 1987 school year, the total in the reporting schools would be 495, improving the computer to student ratio only slightly; (6) most schools used a combination of acquisition practices for computers; (7) mathematics courses most frequently involved computers in the instructional process; (8) 23 of the responding schools used their computers most frequently in classroom situations; (9) 68% of the schools had computer programming classes; (10) 17% of the schools perceived an improvement in the quality of instruction as a result of computer use; (11) primary uses of school-based computers were for pupil accounting; (12) 32% of the teachers were trained by vendors; and (13) the computer ranked fourth--behind textbooks, the chalkboard, and the overhead projector--as an effective instructional tool. A short list of references completes the report. (JB)

ED 266 775 IR 011 993

Computers in Education: An Outline of Country Experiences. Report of the Asian Seminar on Educational Technology (3rd, Tokyo, Japan, September 26-October 2, 1984).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; Computer Software; Curriculum Development; Developed Nations; Developing Nations; Elementary Secondary Education; *Foreign Countries; Instructional Innovation; International Organizations; *Microcomputers; Seminars; Teacher Education; Technological Advancement
IDENTIFIERS- *Asia; *Computer Uses in Education

Selected country papers included in this collection focus on applications of computers in the educational systems of Australia, China, India, Japan, the Philippines, Sri Lanka, and Thailand.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Journal Articles (080) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Authoring Aids (Programing); Information Dissemination; Information Retrieval; Information Storage; *Interactive Video; Microcomputers; *Production Techniques; Program Descriptions; *Programing Languages; *Videodisc Recordings; Videotex
IDENTIFIERS- *Optical Disks

A videodisc system provides a means of storing substantial volumes of pictorial information. Individual pictures and sequences of images may be accessed directly thereby providing many novel approaches to image retrieval and display. When combined with an interactive computer system, a videodisc is able to create a useful tool to aid the dissemination and assimilation of pictorial material. This paper outlines the type of facilities provided by an optical disc and then describes some approaches to programming a computer controlled system. The six-part article includes: (1) a discussion of the inter-relatedness of books and videotapes and ways in which they may be used to supplement each other; (2) a section on the advantages of using videotape for information storage; (3) a section on using optical discs for information storage, including recording and playback techniques and types of optical discs; (4) a section on interactive video systems covering videodisc control, the computer interface, videodisc facilities (including random access, freeze frame, single stepping, slow motion, fast motion, search, indexing options, and teletext); (5) programming techniques including programming languages and authoring systems; and (6) conclusions. Twenty-one references are included. (Author/THC)

ED 266 789 IR 051 444

Stevens, Barbara R., Comp.; Engeldinger, Eugene A., Comp.
Library Instruction within the Curriculum--The Sciences, Business and Nursing. Projects Developed for a Faculty Development Seminar (Eau Claire, Wisconsin, May 21-22, August 19, and December 11, 1984).
Wisconsin Univ., Eau Claire.
PUB DATE- 84
NOTE- 160p.; For a related document, see ED 244 629.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

and whether the document was relevant or irrelevant to the search. Results revealed no difference between experts and nonexperts in their accuracy of judging relevant documents but experts were better able to discern that irrelevant documents were, in fact, irrelevant. Judgments based on abstracts were more accurate than judgments based on keywords or bibliographics, which did not differ, and this effect was more pronounced for relevant than irrelevant articles. Participants who had previously conducted more literature searches or published more research reviews made more accurate judgments as did searchers high in cognitive complexity or tolerance of ambiguity. Data are also presented on how the independent variables related to confidence in relevance judgments, familiarity with the literature, and general beliefs about topic areas. Results are discussed in regard to prevailing beliefs about the literature search process and how the process might be improved. (Author/THC)

ED 266 803 IR 051 458

Maruyama, Lenore S.
The Library of Congress Network Advisory Committee: Its First Decade. Network Planning Paper No. 11.
SPONS. AGENCY- Library of Congress, Washington, D.C. Network Development Office.
REPORT NO.- ISBN-0-8444-0511-6
PUB DATE- 85
NOTE- 55p.
AVAILABLE FROM- Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Information Networks; *Information Science; *Library Cooperation; *Library Networks; Library Services; National Libraries; National Programs; Program Descriptions; Telecommunications
IDENTIFIERS- *Resource Sharing

This paper was commissioned in part to provide an institutional memory for the Network Advisory Committee, not only for its new members but for the entire library and information service community. The deliberations of this committee, which has been the catalyst for a number of significant efforts in networking, are

morale factor, as well as faculty. (EJV)

ED 266 816 JC 860 096

Virginia Community College System Annual Reports, 1980-81 through 1984-85.
Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Capital Outlay (for Fixed Assets); *Community Colleges; *Educational Finance; *Enrollment; Expenditures; Full Time Equivalency; State Aid; State Surveys; Two Year Colleges
IDENTIFIERS- *Virginia

Five annual reports are presented for the Virginia Community College System (VCCS), covering the years 1980-81, 1981-82, 1982-83, 1983-84, and 1984-85. Each report begins with a statement by the chancellor of the VCCS offering an overview of the achievements of the system, followed by general information on the 23 VCCS campuses, and the State Board for Community Colleges. Using a variety of formats, the reports then provide information on sources of revenue, funds available and expenditures, capital outlay, and student enrollment. In contrast to the previous years reports, the 1984-85 report provides more detail on the activities and achievements of the VCCS, highlighting the initiation of a variety of statewide studies and marketing efforts; the major undertakings of the chancellor; changes within the State Board; and systemwide information on program, personnel, and facility changes; the budget; data services; and the Industrial Training Division. The reports indicate that the net available funds for the VCCS went from $168,366,335 in 1981 to $187,240,254 in 1985. Expenditures increased from $162,615,231 in 1981 to $186,250,666 in 1985; however, full-time equivalent student annual enrollments went down from 59,144 to 52,532 students. (EJV)

ED 266 829 JC 860 121

Developmental Disabilities Manual, 1984-1985. Revised. Delta College Parent Awareness. Developmental Disabilities/Parent Awareness Program.

Delta Coll., University Center, MI. Allied Health-Community Affairs.

SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.

PUB DATE- 86

NOTE- 107p.; For other manuals in this series, see JC 860 120-124.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Autism; *Cerebral Palsy; Community Colleges; *Developmental Disabilities; *Epilepsy; *Learning Disabilities; *Mental Retardation; Neurological Impairments; Parent Child Relationship; Parent Education; Two Year Colleges

Developed as part of Delta College's Parent Awareness Program, this manual offers parents and family members of handicapped children explanations of the following conditions: mental retardation, cerebral palsy, epilepsy, learning disabilities, and autism. In the first section, "Special Parenting Information," Gerri Caesar describes her own feelings as the parent of a handicapped child and those feelings which other parents have expressed to her as a professional. The reactions of denial, anxiety, depression, guilt, and anger, are discussed, and ways of dealing with these feelings are suggested. Next, the manual provides information on the definition, prevalence, and causes of mental retardation; and presents material on Rh blood factor, rubella, phenylketonuria, fetal alcohol syndrome, spina bifida, and Down's Syndrome. The next section offers information on cerebral palsy and other physical or neurological impairments, including material on symptoms, diagnosis, types, causes, and treatment. The section following explores various aspects of epilepsy, including seizure types and occurrences, causes, diagnosis, and treatment. Learning disabilities are examined next, with explanations of their types and causes, and the environmental, psychological, and physiological factors associated with the condition. The final section defines autism and discusses its causes, prevalence, and treatment. Each section provides a list of references. (EJV)

ED 266 830 JC 860 122

Community Coll. Humanities Association.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 86
NOTE- 62p.; Document is printed in small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *College Instruction; Community Colleges; *Course Content; Course Descriptions; Course Objectives; Educational Innovation; *History; *History Instruction; *Introductory Courses; Two Year Colleges

Developed as a result of a 1984 summer institute sponsored by the Community College Humanities Association, this booklet offers guidance on the construction of a new, model introductory history course which would introduce students to the nature of historical studies. Following prefatory comments on the summer institute, a general overview, "Alternatives for the Introductory History Course," by David A. Berry and Steve Curry, discusses trends in general education, provides a rationale for the development of an alternative to the traditional western civilization course, and explains the design and objectives of an introductory course focusing on six to eight well-defined historical "moments." The bulk of the booklet consists of syllabi for the following courses: (1) "Foundations of Civilization I," by Bruce Griffith; (2) "Han China," by David A. Berry; (3) "Twelfth Century England," by Sandra Loman; (4) "U. S. History from the Colonial Period to the Civil War," by Karen Olson; (5) "Modernization and the Changing Nature of Community in Colonial America," by William A. O'Brien; and (6) "Industrial Revolution: Great Britain and the 1840's," by Robert C. Braddock. The syllabi include such items as course philosophy, the "moments" or course units, grading, descriptions of course units, readings, assignments and course schedules. (LAL)

ED 266 843 JC 860 139

Klauk, Elizabeth J.; And Others
From Aspiration to Graduation: The Sinclair Experience as Reported by 1985 Graduates.
Sinclair Community Coll., Dayton, OH. Office of Institutional Research & Information System.

Ekholm, Bodil; Hedin, Anna

Att Arbeta pa Daghem: Daghemspersonals upplevelse av sitt arbete. En intervjuundersokning pa 12 daghem. (To Work at a Day-Care Center).

Linkoping Univ. (Sweden). Pedagogiska Inst.

SPONS. AGENCY- Swedish Delegation for Social Research (Sweden).

REPORT NO.- ISBN-91-7372-889-6; LiU-PEK-AR-6

PUB DATE- Jan 85

NOTE- 52p.; For related documents, see PS 015 648-654.

LANGUAGE- Swedish

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Child Caregivers; *Day Care Centers; Foreign Countries; *Organizational Climate; *Preschool Teachers; *Staff Role; Work Attitudes

IDENTIFIERS- *Sweden

Part of a larger investigation of day care climate and children's social and emotional behavior in Sweden, this study interviewed 99 staff members at 12 day care centers about their work experiences and opinions of their work. Interviews focused on the system by which decisions are made, variation of working tasks, the meaningfulness of work, the goals of the preschool activity, the possibility of personal development for staff, the communication system, and the strain in work. Most of the personnel were to a great extent satisfied with their working conditions. Staff members thought that they had the same work tasks, despite differences in the education of preschool teachers, nurses, and special teachers guiding children's use of leisure time. Work goals were of a general nature, mostly concerning care of the children. Half of the group considered experience as being more important than education. Most respondents felt that they had too little contact with central administration and that they did not get enough feedback in their work. The splitting up of the day by different routines and the arrivals and departures of children and adults at different times were seen as strain factors. Another strain factor was working in groups of children in which the age span was very large (1 through 10 years). Personnel also indicated that they received too little further education and had too little time for work with individual children. The survey instrument is included. (RH)

ED 266 858 PS 015 654

Ekholm, Bodil; Hedin, Anna

50 pages, organized into twelve topics, is appended. (RH)

ED 266 872 PS 015 675

Chavkin, Nancy F.; Williams, David L., Jr.
Parent Involvement in Education Project. Final Report (December 1, 1984-November 30, 1985).
Southwest Educational Development Lab., Austin, TX. Div. of Family, School and Community Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 30 Nov 85
NOTE- 590p.; For earlier reports, see ED 245 368 and ED 254 509. For Executive Summary, see PS 015 678.
CONTRACT- 400-83-0007-P-2
AVAILABLE FROM- SEDL Publications, 211 East 7th Street, Austin, TX 78701 (no price quoted).
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Policy; Elementary Education; *Parent Attitudes; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Participative Decision Making; *Program Development; Surveys; Tables (Data)
IDENTIFIERS- *Parent Involvement in Education Project

In response to the increased emphasis on parent involvement in schools, the Parent Involvement in Education Project (PIEP) conducted a comprehensive six-year study of the attitudes and current practices of teacher educators, teachers, principals, parents, and school administrators in a six state region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas). This final report in the study describes a survey questionnaire distributed to over 1,000 parents in New Orleans, Dallas, San Antonio, and Houston. The previous parent survey (1982) did not obtain sufficient response from urban populations to provide a complete information base. Survey results support previous findings about parents' involvement and interest in educational matters. In addition, the report recommends actions for both parents and educators to increase and sustain parent involvement. Contents covered in the report include the following: background information; project plan; major activities and accomplishments; major conclusions and recommendations; significance of project

NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Alphabets; American Indian Culture; *American Indian History; *American Indians; Authors; Bias; Biographies; Cultural Context; Ethnic Stereotypes; *Inventions; Legends; *Literacy; Newspapers; *Written Language
IDENTIFIERS- *Cherokee Nation; *Sequoyah; Sequoyah Syllabary

Since the early nineteenth century, scholars have marveled at the unlettered Cherokee native named Sequoyah--or Sikwaya--and also known as John Guess--or Guest or Gist--who, unassisted, developed a medium for the written expression of the Cherokee language that was uniquely appropriate to the peculiarities of the spoken language. There is much uncertainty and disagreement among Sequoyah's biographers about the facts of his life. A controversial biography, "Tell Them They Lie: the Sequoyah Myth," by Traveller Bird is in disagreement with other published works in almost every particular. Sequoyah's date of birth, his parentage, his occupation, and the origin of his name are all disputed along with questions about how and why he invented the syllabary. Most authorities agree that the Cherokee syllabary, as invented by Sequoyah, was perfected in 1821 after 12 years' work and was successfully demonstrated at a trial by tribal authorities. Many sources describe the rapid acceptance of Sequoyah's syllabary by the Cherokee Nation, which began in 1828 to publish the "Cherokee Phoenix," a dual language newspaper in English and Cherokee. Sequoyah was honored for his invention by the Cherokee Nation in 1825 and by the United States government in 1828. (JHZ)

ED 266 887 RC 015 505

PASS Survey: Principals and Contact People. 1984-85 Report.
Fresno County Dept. of Education, Fresno, Calif.
PUB DATE- Jul 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Records; Administrative Policy; Articulation (Education); *Correspondence Study; *Credits; *Evaluation Criteria; Principals; School Personnel; *School Policy; Staff Utilization;

discussion on the possibility of individual and community transformation, this discussion paper explores how education (both in schools and in community development programs) can help promote the wholeness of human beings. The need for the content and process of the curriculum to speak to every child at every stage of development so that he/she can develop or actualize his/her potential is considered. The symbol of the medicine wheel is examined to illustrate how separate entities, when seen in the light of the universe, are equal and necessary parts of a larger whole. The text is intended to be read aloud by the group facilitator with frequent pauses for discussion. It is accompanied by a reading list, activities, and discussion questions to review what has been learned, explore aspects of the discussion more fully, and apply what has been learned to one's own situation and community. (NEC)

ED 266 899 RC 015 603

A Wholistic Curriculum Can Contribute to Health. Adult Education Series. Discussion Paper Seven.
Lethbridge Univ. (Alberta). Four Worlds Development Project.
PUB DATE- 84
NOTE- 32p.; For related documents, see ED 262 924-926 and RC 015 597-605.
AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Alcohol Education; *American Indian Culture; *American Indian Education; *Canada Natives; Community Involvement; Cultural Influences; *Curriculum Development; Curriculum Enrichment; Discussion (Teaching Technique); Drug Education; Elementary Secondary Education; Family Involvement; *Holistic Approach; *Relevance (Education)
IDENTIFIERS- Canada; Four Worlds Development Project (Alberta); Holistic Education; Wellness

Discussion by Native American community groups of the design of relevant curriculum is encouraged through reading this paper, working on suggested activities and questions, and applying the

ED 266 912　　　　RC 015 636

Reynolds, Carl L.
Young Teacher Seminar: A Model for Rural Teacher Education In-Service.
PUB DATE- Oct 85
NOTE- 9p.; Paper presented at the Annual National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Delivery Systems; *Extension Education; Group Discussion; Group Dynamics; *Inservice Teacher Education; Mobile Clinics; Models; Outreach Programs; Postsecondary Education; Rural Areas; *Rural Education; *Teacher Improvement; Teacher Motivation; Teaching Methods; *Vocational Education Teachers
IDENTIFIERS- Isolation (Geographic); *University of Wyoming; Wyoming

A traveling seminar and support program offered to beginning vocational education teachers by the University of Wyoming's Department of Vocational Education was successful in combating rural isolation and the absence of inservice training opportunities. Teachers shared problems and observed new instructional techniques during weekend meetings held in central locations throughout the state. Group processes were used to discover solutions to problems raised by participants. Teachers were asked to try the new techniques and to bring evidence of results to the next meeting. Staff from the state department of education, master teachers, and university staff visited participants to observe local conditions, provide assistance and motivation, and introduce new technology and management techniques. Staff met to determine teachers' progress and identify trouble spots in the program. Similar problems were identified by beginning teachers in each year of the four-year program. Teachers appreciated the opportunity to discuss problems and ideas with peers. University program staff gained better understanding of classroom teacher needs and of the transformation process of applying theory to practice. A prioritized list of problems identified by teachers is included. (LFL)

ED 266 925 RC 015 651

Indian Juvenile Alcohol and Drug Abuse Prevention. Hearing before the Select Committee on Indian Affairs. United States Senate, Ninety-Ninth Congress, First Session on S. 1298 (October 25, 1985, Anchorage, AK).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-Hrg-99-365

PUB DATE- 86

NOTE- 71p.; Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agency Cooperation; *Alaska Natives; Alcohol Education; *Alcoholism; American Indian Education; *Drug Abuse; Drug Education; Elementary Secondary Education; *Federal Legislation; Health Needs; Hearings; Intervention; Prevention; *Rehabilitation Programs; Rural Areas; *Youth Programs

IDENTIFIERS- *Alaska; Bureau of Indian Affairs; Congress 99th; Indian Health Service; Villages

The Senate Select Committee on Indian Affairs met in Anchorage, Alaska, to hear testimony on a bill (S. 1298) to coordinate and expand services for the prevention, identification, and treatment of alcohol and drug abuse among Indian youth. Testimony stressed the extent of alcohol, drug, and other substance abuse among Native youth in rural Alaska. Other topics were the need for coordination between the Bureau of Indian Affairs and the Indian Health Service, these agencies' lack of involvement in substance abuse prevention and treatment programs, and the role of Native health corporations in substance abuse services. Representatives of the Alaska Native community providing testimony included spokespersons for the Alaska Native Health Board, Alaska Federation of Natives, Copper River Native Association, Aleutian/Pribilof Islands Association, Yukon-Kushokwim Health Corporation, Kashunamuit School, and Tanana Chiefs Council. Statements by Alaska' Senator Murkowski and Governor Sheffield are included. (JHZ)

ED 266 926 RC 015 652

newsletter (asking how many people read each copy, which sections of the newsletter are most useful, and if teachers use its suggested activities in the classroom), with results based on 207 responses out of 1,000 included with the fourth issue of the first column of the newsletter; and (2) the curriculum package with content related to a solar home, based on 39 surveys (86 were mailed) returned by students who completed the course. Overall, these and the other program activities have been successful in increasing teaching about renewable energy. (JN)

ED 266 939 SE 046 450

Elk, Catherine Kiorpes; Lignell, Kathleen, Ed.
A Teachers' Guide to the Whales of the Gulf of Maine.
Maine Univ., Orono. Sea Grant Program.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
REPORT NO.- E-MSG-85-3
PUB DATE- 84
NOTE- 74p.; Pages 34-56 are printed on colored paper.
GRANT- NA85-D-SG020
AVAILABLE FROM- Marine Advisory Program Communications Office, 30 Coburn Hall, University of Maine, Orono, ME 04469-0114 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Elementary Secondary Education; Instructional Films; *Learning Activities; *Marine Biology; *Marine Education; *Resource Materials; Science Education; Zoology
IDENTIFIERS- Maine; *Whales

This guide provides: (1) background information for teachers on whales; (2) 10 interdisciplinary activities; (3) teacher resources; (4) a bibliography; and (5) "pocket materials." Topic areas addressed in the first section include evolution and adaptation to an aquatic environment, diversity of whales, functional anatomy of feeding and locomotion, diving physiology, and the questions of intelligence in whales. The 10 whale-oriented activities include objectives, list of materials needed, time needed, procedures, additional activities, and recommended grade levels. Since the activities are meant to serve as suggestions for teachers, they are flexible and allow for teacher input and adaptation. Resources provided include those available through the College of the

NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (59th, San Francisco, CA, March 28-April 1, 1986).
GRANT- MDR-8470061
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Curriculum Development; Elementary Secondary Education; *Measures (Individuals); *Science Education; *Science Teachers; Teacher Education; *Test Construction; Testing
IDENTIFIERS- National Science Foundation; Science Education Research; *Test of Computer Literacy for Science Teachers

An instrument to measure the computer literacy of science teachers in grades K-12 is being developed. This instrument, the Test of Computer Literacy for Science Teachers (TCLST), is part of ENLIST Micros (a project to develop a curriculum for training science teachers to use computers). The instrument, based on essential competencies for computer literacy for science teachers developed and validated for this project, will be used to evaluate the effectiveness of the ENLIST Micros curriculum at developing those essential competencies in science teachers. In addition, TCLST can be used as a diagnostic test by universities and school districts to determine if teachers have previously achieved computer literacy and also for various purposes by researchers. A 12-step procedure for developing and validating criterion-referenced tests is being used to develp the TCLST. Results of the first eight steps are reported and discussed: preliminary considerations; review of objectives; item writing; assessment of content validity; revisions to test items; field test administration; revision of test items; and test assembly. The test is being piloted with over 200 preservice and inservice science teachers in 10 sites. Results of the pilot study will be used to establish instrument reliability and its construct and decision validity. (Author/JN)

ED 266 953 SE 046 465

Robinson, Irene S.
The Implementation of a Science Lab for Elementary Schools K-3.
PUB DATE- Aug 85
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet the very general or highly specific requirements of their programs. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS supplements 1-23. (JN)

SO

ED 266 969 SO 016 660

Neufeldt, David E.; French, Mark W.
Reactions to Aid.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Austin, TX, April 18-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Credit (Finance); *Financial Support; Group Dynamics; Higher Education; *Interaction Process Analysis; *Interpersonal Relationship; *Loan Repayment; Psychological Studies; *Social Behavior; Social Influences
IDENTIFIERS- Financial Aid Recipients

In this study, the effects of differing levels of obligation attached to a gift and differing levels of resources possessed by the donor on the attraction of the recipient toward the donor were studied. Using groups of between three and five college volunteers, subjects were seated in booths constructed so that they could not see each other, were given forty dollars in play money and a wagering board, and were told that they would use the money to make a series of wagers during two phases of the experiment. Subjects in Phase I were informed that whether they won or lost was simply a matter of lack, determined by the role of a die. Phase II involved competition against one another in a game of skill. Of particular

ED 266 983 SO 016 915

Pietila, Hilkka
What Does the United Nations Mean to Women? An NGO View.
United Nations Non-Governmental Liaison Service, Geneva (Switzerland).
REPORT NO.- GE.85-00516
PUB DATE- 85
NOTE- 74p.; Some pages may be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Liberties; Conferences; *Developing Nations; Employed Women; Equal Education; Equal Opportunities (Jobs); *Females; Feminism; Futures (of Society); Global Approach; Industrialization; International Cooperation; International Organizations; International Programs; Meetings; Sex Bias; *Sex Discrimination; World Problems
IDENTIFIERS- International Womens Year; *United Nations; United Nations Commission on the Status of Women; United Nations Decade for Women; *Women in Development

Efforts put forth by the United Nations (UN) and specialized agencies and organs of the UN system to improve the status, nutrition, health, and education of women worldwide are the focus of this publication. The first of five sections, "Human Rights for Women," examines women's rights in the job field; UN steps to bring equality to the sexes (including provisions in the UN Charter and the Declaration of Human Rights, and the formation of the Commission on the Status of Women); conventions of particular concern to women (1949-1979); efforts to prevent prostitution and the exploitation of women; and efforts to eliminate discrimination against women. The second section provides a definition of concepts including "the status" and "a new human right." The third section traces UN efforts "From the International Women's Year (1975) to the UN Decade for Women (1976-1985)." Described are world conferences on women in Mexico City and Copenhagen that were a part of the series of world conferences convened by the UN during the "Second Development Decade." Topics related to other world conferences are presented in the fourth section, including the logic of the world conferences, the Population and the Food Conferences, other conferences, women and industrialization, and the 1984 International Conference on Population. The final section reviews treatment meted out to women's issues within the framework of the UN Development Decades. Appended are references; a list of bibliographies published prior to 1980; a selected list of publications since 1980; a list of acronyms and addresses; and annexes containing resolutions and recommendations a convention summary, and list of standards concerning economic and legal rights

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; *Educational Finance; *Educational Policy; Federal Aid; Financial Policy; Fiscal Capacity; High Schools; *Politics of Education; *Public Schools; *School Administration; School Support; School Taxes; Social Studies; State Federal Aid; State School District Relationship; Tax Allocation
IDENTIFIERS- *Michigan

Designed for secondary school social studies teachers, this curriculum outline offers suggestions for teaching about the governance, cost, and sources of fiscal support for public education. Although the outline is specifically designed for use by teachers in Michigan, it can be adapted for use in any state. Arranged into five major sections, sections I and II present an introduction and some suggestions to the social studies teacher. In the third section topical questions, presented in outline form, lead students to examine the make-up of the local school board, the administrative structure of the district, teacher qualifications, the role of the city council in developing local school policy, the development of school district boundaries, historical antecedents of school district organization, the United States Constitution in education, the federal role in education, the cost of educating, sources of state and federal revenue for schools, issues surrounding school taxes, and teacher salaries. Background readings for the teacher are provided in section IV. The study unit concludes with a bibliography of sources intended to provide further background reading. (LH)

ED 266 998 SO 016 967

Federal Budget: Spending Out of Control? Today's Issues/Tomorrow's America.
U.S. News & World Report, Inc., Washington, DC. Education Div.
PUB DATE- Jun 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Expenditures; *Federal Government; *Financial Policy; Futures (of Society); Income; Learning Activities; *Loan Repayment;

ED 267 012 SP 026 892

Young, Michael; And Others
Evaluation of an Elementary School Drug Education Program: Or How Does Teacher Training Affect Students.
PUB DATE- 85
NOTE- 16p.; Uneven type quality may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drug Education; Drug Use; Elementary Education; *Inservice Teacher Education; Program Effectiveness; Program Evaluation; Self Concept; *Teacher Effectiveness

An analysis is presented of the effectiveness of a summer workshop conducted for elementary school teachers on providing drug education for their students. Teaching teams from fourteen different schools completed workshop training and returned to their schools to implement a drug education program. While the workshop did not give schools a specific curriculum to be implemented in accordance with specific instructions, teachers were provided with guidelines, materials, and general information on developing curriculum plans for their own schools. A subsequent evaluation of the students who received drug education from these teachers indicated increased drug knowledge but no change in self concept or expected use of various drugs. (JD)

ED 267 013 SP 026 903

Sweeney, Jan
Perceived Adequacy of New Teachers in Iowa.
Iowa Univ., Oakdale. Inst. of Urban and Regional Research.
SPONS. AGENCY- Legislative Extended Assistance Group. Iowa City, IA.; Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Oct 84
NOTE- 99p.
AVAILABLE FROM- Legislative Extended Assistance Group, N222 Oakdale Hall, Oakdale, IA 52319 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

individuals the opportunity to challenge the correctness of information or enter an explanation regarding misleading or inaccurate information in their files. This study of the impact of the Buckley amendment on the teaching profession sought information associated with the use of open and confidential recommendations. It also sought information concerning how institutions of higher education utilized the Buckley Amendent. Data from two questionnaires were used. Twenty-eight findings from the resulting data are listed and form the bases for conclusions on the impact of the Amendment on the placement of teachers over the past decade. Copies of the two questionnaires are appended. (JD)

ED 267 030 SP 027 248

Weitman, Catheryn J.
Teacher Competency: A Public Farce!
PUB DATE- 28 Mar 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Minimum Competency Testing; National Competency Tests;
  *Teacher Evaluation; *Teacher Selection; *Test Validity
IDENTIFIERS- National Teacher Examinations

The current popularity of teacher testing allows for content, criterion, and construct validity to be assessed, as pertaining to achievement levels on basic knowledge examinations. Teacher competency is a complex issue that is inaccurately confused with or identified as measures derived from academic testing. The problems in addressing the validity of teacher competencies are located in the very definitions of validity. Items used for measurement will never represent a fair and universal sample of teaching skills. Many skills found in effective teachers are not measurable. Current data on the use of achievement tests for predictability or assessment of concurrent skills is not favorable. The interpretation of standards to explain or provide direction can never be achieved if the content to be measured is unclear. The public is deceiving itself by believing that current methods of assessing teachers are a measurement of teacher competency. (CB)

NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Minimum Competency Testing; *National Competency Tests; Teacher Certification; *Teacher Evaluation; *Teacher Selection; Teacher Shortage

Concern about the preparation and competence of teachers has brought about a rapid spread of teacher competency assessment programs. Currently, 36 states test or plan to test teachers prior to certification. Two states, Arkansas and Texas, are already involved with testing teachers in service. Teacher competency testing has become embroiled in state and national politics, and has also become involved in charges of racism and anti-affirmative action. Even though teacher shortages promise to become more severe in the future, several states have exacerbated these shortages by requiring competency tests for teacher certification. Furthermore, while the competency tests produce shortages that result in suboptional instruction for pupils, they provide no incentive for highly qualified people to enter or stay in the teaching profession. While the American Federation of Teachers (AFT) and the National Education Association (NEA) support, to varying degrees, teacher competency testing prior to certification, neither organization supports testing of veteran teachers. Research indicates that there is no test that can predict who will be a good teacher. (CB)

ED 267 047 SP 027 322

Connections--A Model for Collaborative Preservice Teacher Education.
Emporia State Univ., Kans.
PUB DATE- 85
NOTE- 47p.; Pages 3-12 are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; *College School Cooperation; *Cooperating Teachers; Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Teacher Supervisors; *Student Teaching

This model for collaborative teacher education involves field and

Prabhu, N. S.
Communicative Teaching: "Communicative" in What Sense?
PUB DATE- 85
NOTE- 10p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; *Definitions; Educational Strategies; *Notional Functional Syllabi; Second Language Instruction; Teaching Methods

In recent years a variety of conceptions of the meaning of "communicative" in language teaching materials has arisen. One study defines a communicative exercise as one that has a student use a form rather than merely practice it. Another, applicable only to intermediate or advanced level students, asserts that natural language use involves an ability beyond the deployment of an internalized language system and that this ability can also be analyzed as a system and developed deliberately in learners. A third conception underlies notional syllabuses and involves three related claims: that meaning allows the statement of language teaching syllabuses in semantic rather than structural terms; that such a syllabus should have a beneficial effect on classroom activity by making it more meaning-focused; and that such a syllabus statement allows more pragmatic selection and organization of teaching items. A fourth conception is that communicative teaching is a matter of basing course construction on needs analysis. A fifth is that communicative teaching consists of meaning-focused activity in the classroom, unrestrained by any preselection or prediction of language. Understanding that a number of conceptions are in use can assist in making classroom experience lead to language use outside the classroom. (MSE)

ED 266 665 FL 015 511

Gibbons, John
Silence in the Communicative Curriculum.
PUB DATE- 85
NOTE- 11p.; In: Communicative Language Teaching. Selected Papers from

NOTE- 38p.
AVAILABLE FROM- Phi Delta Kappa, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adjustment (to Environment); *Cultural Awareness; *Daily Living Skills; Educational Objectives; *Financial Support; Orientation Materials; Planning; *Study Abroad; *Travel

A guide for students of all ages anticipating a period of study abroad contains useful information about its benefits, the value of establishing purposes and setting goals, and other matters that would be of concern to the first-time student abroad. Topics discussed are: considerations in the selection of programs for study abroad, ways of gaining background for travel, the need for and means of keeping in touch with those at home, money management, arranging for official documents, ways of preserving memories of the travel, determining what to take along, coping with adjustment and the concerns of daily life in a foreign country, taking advantage of the last few weeks away from home to schedule last activities, and preparing for re-entry. (MSE)

ED 266 680 FL 015 529

A Guide to Curriculum Planning in Foreign Language.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 85
NOTE- 203p.; Prepared by the Foreign Language Curriculum Task Force.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Articulation (Education); Audiovisual Aids; Communication Skills; Course Descriptions; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; French; German; *Language Proficiency; Latin; Program Evaluation; Second Language Instruction; Spanish; State Curriculum Guides; State Standards; Statewide Planning
IDENTIFIERS- ACTFL ETS Proficiency Guidelines

A guide designed to help local curriculum planners develop and implement curriculums to provide all students with equal access to foreign languages provides an overview of current philosophies, Consciousness" (Gerda Lerner); "The Effects of Social Change on the Lives of Women: Summary, Session 1" (Nancy Walker); "Education for Self-Empowerment: A Priority for Women of Color" (Patricia Bell Scott); "Special Needs of Women: Summary, Session 2" (Bernice Williamson); "From Fate to Inheritance" (Elizabeth Kamarck Minnich); "The Curriculum: Summary, Session 3" (Jeanine L. Elliott); "Educating Women for Change: How to Grow 'Movers' and 'Shakers'" (Bernice Resnick Sandler); "Women as Agents for Change, Summary, Session 4" (Kathy H. Reese); and "Synthesis Session" (Bobbie Burk). Appended are information on symposium speakers/panelists, a list of participants and planning committee members, and a bibliography. (SW)

ED 266 695 HE 018 749

Skelton, W. Keith; And Others
1983 Salaries. Society Membership Survey. AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-311-01; ISBN-0-88318-478-8
PUB DATE- 85
NOTE- 62p.
AVAILABLE FROM- American Institute of Physics, 335 East 45 Street, New York, NY 10017 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Comparative Analysis; *Employment Patterns; Females; Geographic Regions; Higher Education; Income; Males; *Physics; *Professional Associations; *Salaries; *Scientists

Variation and changes in the salaries of members of the American Institute of Physics are examined. Graphics highlighting some of the patterns are presented, along with detailed tables and brief summary text. The data are based on a sample survey of the United Statess members conducted in spring 1983. The overall response rate was 69%, Tables cover salaries and geographic location, salaries and employer type for Ph.Ds, salaries and employer type for master's and bachelor's degrees, salaries and primary work activity, and salaries and employer type for male and females. Most of the discussion centers on median and quantile salaries. The tables also present for comparison the salary means and standard deviations along with the median ages of each group. Information on salary change between 1982 and 1983 is included. The most typical

Europe.
REPORT NO.- ISBN-92-890-1265-X
PUB DATE- Jun 84
NOTE- 46p.
AVAILABLE FROM- World Health Organization Publications Center, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Faculty; College Planning; *College Programs; College Students; Curriculum Development; Departments; *Foreign Countries; Geographic Regions; Graduate Study; Higher Education; International Organizations; Needs Assessment; *Nursing Education; *Primary Health Care; *Professional Continuing Education; Program Administration; Researchers; Undergraduate Study
IDENTIFIERS- *Europe

A report on a World Health Organization Symposium on postbasic and graduate education for nurses in Europe is presented, along with summaries in French, German, and Russian. After providing background information on the symposium, attention is directed to: curriculum development; organization and management of the nursing department; faculty and student issues; and resources, facilities, and services. It is concluded that the appropriate location for the education of nurse teachers, managers, and researchers is the higher education or university sector. Based on a primary health care model, it is proposed that nurses need new knowledge, skills, and attitudes, and specifically the ability to identify and analyze problems, plan strategies, and undertake research. Teamwork, collaboration, and effective communication among health personnel are an important component of the model. Recommendations are offered concerning: evaluation of postbasic education, data and information systems, development of criteria and standards, transitional arrangement, continuing education, research, network development, and special programs. Appended are definitions of terms, and a list of symposium participants' names, affiliations, and countries. (SW)

ED 266 709 HE 019 048

Groen, Gerrit, Ed.; Pichaske, David, Ed.
Bringing the Humanities to the Countryside: Improving Access to the Humanities in Western Minnesota.

Blits, Jan H., Ed.
The American University: Problems, Prospects, and Trends.
REPORT NO.- ISBN-0-87975-283-1
PUB DATE- 85
NOTE- 150p.
AVAILABLE FROM- Prometheus Books, 700 East Amherst Street, Buffalo, NY 14215 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *College Administration; *College Science; Computers; Educational History; Educational Quality; Educational Trends; Governance; Higher Education; Industry; *Liberal Arts; Productivity; *Research Projects; *School Business Relationship; Science Education; *Technological Advancement; Trend Analysis; Undergraduate Study
IDENTIFIERS- Excellence in Education; *Research Universities; University of Delaware

Issues and trends relating to science and technology, liberal education and the aims of the university, and academic governance in U.S. universities are considered in 10 essays. Questions are raised concerning: whether universities should be linked to industrial research projects, how America's universities should respond to the wave of computer technology, the place of liberal education in the modern research-oriented university, and the role research play in science education. Titles and authors are as follows: "Science and Liberal Education: What Lies Ahead" (David S. Saxon); "University Research: Prospects and Problems" (John B. Slaughter); "Private Industry and University Research" (Howard E. Simmons, Jr., Alan McClelland); "The Impact of Computer Technology on Higher Education" (Richard L. Venezky); "Creativity and Order: Liberal Education in Transition" (Virginia B. Smith); "The Search for Ends: Liberal Education and the Modern University" (Jan H. Blits); "Paradoxes of a University at Risk" (Frank B. Murray); "Managing the University for Excellence" (Eric Brucker); "People and Productivity in the American University" (C. Harold Brown, Linda Tom); and "Afterword: A Short History of the University of Delaware" (John A. Munroe). (SW)

Higher Education; Knowledge Level; Outcomes of Education; Skill Development; Student Attitudes; Student Evaluation; Student Placement; *Test Selection

Information about student achievement outcomes is presented, and tests for each outcome area are described. The tests are categorized according to knowledge objectives, skill objectives, and intellectual disposition. Knowledge objectives include comprehension of facts and principles within a particular discipline (specialized knowledge) or a broad area of study (general knowledge). Skills are capabilities to perform intellectual and motor tasks, including verbal and quantitative communication of knowledge. Intellectual disposition is an attitude toward and an inclination to use knowledge and skills. Tests to measure intellectual disposition are self-report instruments for students to indicate their activities or values. Tests are also subcategorized as to whether they involve general or specialized knowledge or skills, or generic skills (i.e, intellectual capabilities that involve "higher order" thinking such as application, analysis, synthesis, reasoning, critical thinking, creative thinking, and problem-solving). Twenty-four tests are briefly described, with a statement of purpose and information on test length, cost, and the publisher. Also listed are tests of knowledge and skills in specific fields of study at the baccalaureate and associate degree levels. (SW)

ED 266 735 HE 019 105

Oversight on NIOSH: Educational Resource Centers. Hearing before the Subcommittee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session, June 18, 1985.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 18 Jun 85

NOTE- 73p.; Serial No. 99-35. Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Engineering Education; Federal Aid; *Graduate Study; *Hazardous Materials; Hearings; Higher Education; Hygiene; Medical Education; Nursing Education; Occupational Diseases; *Occupational Safety and Health; Professional Continuing Education; Professional Development; *Public Health; Safety Education; Universities; Work

Budgets. Submitted to the Governor and the Fourteenth Alaska State Legislature. Document No. 86-3.
Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE- 13 Dec 85
NOTE- 130p.
AVAILABLE FROM- Alaska Commission on Postsecondary Education, Pouch FP, 400 Willoughby Avenue, Juneau, AK 99811.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *College Programs; Degrees (Academic); Educational Certificates; Enrollment Trends; *Expenditures; Higher Education; *Institutional Evaluation; Research; *Resource Allocation; State Aid; *State Universities; Teacher Student Ratio
IDENTIFIERS- Alaska; Program Discontinuance; *University of Alaska

A review of the University of Alaska's operating and capital budget submission for fiscal year 1987 is presented, with attention to the educational and programmatic impact of the budget request. Information is provided on project components for which funding increments are requested. Included are data to assist decision-makers in reviewing the budget request, including: enrollment data by campus, educational and general expenditures for each unit; certificates/degrees awarded during 1978-1985 for each unit; and general fund appropriations dedicated to organized research. Additional information covers: student/faculty ratios, programs added/deleted since January 1983; and certificate and degree programs that may be underproductive. The criteria that form the basis of funding recommendations of the Alaska Commission on Postsecondary Education are identified: (1) instructional support service activities should be strengthened; (2) renovation and remodeling for life safety and plant protection should be funded as much as possible; (3) all alternatives to new facilities must be considered before new facilities are constructed; (4) the addition of new faculty should be justified with clear and convincing evidence of need; and (5) vigilance concerning duplicative and underproductive programs should be continued. Definitions of college programs are appended. (SW)

ED 266 749 HE 019 133

Student Financial Aid Programs: State of Alaska. Annual Report, 1984-1985. Document Number 86-1.

achievement was equal to that of the boys when the IAT method was used. Differences between the results of this study and the findings of a study which included kibbutzim school students are discussed. Several statistical tables and three pages of references complete the document. (JB)

ED 266 762 IR 011 978

Masland, Andrew T.
Academic Computing Projects at Six Liberal Arts Colleges. Final Report to the Exxon Education Foundation.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); Case Studies; Computer Assisted Instruction; *Computer Literacy; Computer Science Education; *Courseware; *Faculty Development; Higher Education; Interviews; *Liberal Arts; *Microcomputers; Program Evaluation; Program Implementation
IDENTIFIERS- *Academic Computing

Designed to examine the academic computing programs of six liberal arts colleges that received funding from the Exxon Education Foundation for introducing or expanding academic computing between 1981 and 1983, this report first describes each college's program proposals. It then examines the progress of the colleges to date on their projects and their perceptions of success. In addition to these originally specified objectives, the report discusses common resources the colleges needed to support academic computing. The computer initiatives of the six institutions fall into three categories: (1) software development for particular courses at Smith College and Swarthmore College; (2) faculty development projects at Colby College and Hamline University; and (3) broad-based projects for enhancing computing resources and applications at Marymount College and Wells College. Four resources that played a central role in the success of the projects are discussed: money, time, knowledge, and a supportive environment. Finally, several conceptual frameworks are described that help to explain the evolution of academic computing at the colleges. The

Information for the city of Singapore is also provided. The reports for each country and Singapore include: (1) background information on the development of computers, including infrastructures, policies, plans, programs, research, and training; (2) trends and issues in computer education; and (3) current activities in the area of educational technology. The final paper discusses the impact of microcomputers on less-developed countries and suggests a 14-point plan of action for professional societies in these countries. (JB)

ED 266 776 IR 011 994

Cox, Ruth
Computers in the Foreign Language Classroom: Not Just Another "Fad or Frill."
PUB DATE- 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); *Computer Literacy; *Computer Software; Cost Effectiveness; Instructional Innovation; *Language Teachers; *Microcomputers; *Second Language Instruction; Second Languages; Teacher Developed Materials; *Teaching Methods

Designed to assist foreign language teachers to become more computer literate, this paper discusses five major types of educational software currently on the market: (1) drill and practice; (2) tutorials; (3) simulations; (4) computer games; and (5) problem solvers. Possible uses for each type of program are given; in addition, specific programs designed for foreign language instruction are provided. It is also suggested that foreign language teachers write their own tutorials using such authoring languages as SuperPILOT by Apple, which is based on PASCAL, or Language Study Center from Teach Yourself by Computer Software, which contains an easy to use mini-authoring language program that allows the teacher to write any number of personalized new lessons following a prescribed format. Finally, cost effectiveness factors to consider in the selection of foreign language software are presented: careful selection of hardware and software, a knowledge of the needs of a particular school, understanding a software's capabilities and classroom applicability, the number of students

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Curriculum Development; Higher Education; *Information Seeking; *Information Sources; *Integrated Activities; *Library Instruction; *Library Skills; Program Descriptions; Program Evaluation; Research Skills; Staff Development; Student Projects; Worksheets
IDENTIFIERS- Course Integrated Library Instruction; University of Wisconsin Eau Claire

A general list of suggestions for effective library instruction and library instruction projects in a variety of disciplines are presented in this guide. Developed for a faculty and academic staff development seminar, the Library Instruction within the Curriculum Project, these projects illustrate diverse approaches to library instruction with the common goal of including such instruction as an integral part of a course curriculum. Each project is presented in the form to be assigned to the student, and is introduced or followed by a short commentary on the assignment which describes aspects of the projects that were effective, those that were ineffective, and modifications necessary before the project is used again. Specific projects cover the following subject areas: adult health nursing, allied health, biology, business administration, business education and administrative management, communication disorders, chemistry, English, geography, geology, management information science, medical surgical nursing, and physics and astronomy. Activities include book reviews, term projects, research papers, library assignments, and search projects. (THC)

ED 266 790 IR 051 445

Turner, Philip M.; Coleman, J. Gordon, Jr.
State Education Agencies and the Evaluation of School Library Media Specialists: A Report.
PUB DATE- Jan 86
NOTE- 67p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Las Vegas, NV, January 16-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

presented in this detailed report. Introductory materials provide background information on the establishment of the committee. The first year (1976) and developments during the second phase (1977 to 1980) are then described. Finally, a more detailed report on the third phase (1981-present) is presented in the following subsections: Ownership and Distribution of Bibliographic Data; Nationwide Network Governance; Resource Sharing; Public/Private Sector Interactions; Telecommunications; Information Economy; Developments in Networking since the 1960s; and Special Libraries in Networks and Cooperatives. A retrospective review concludes the report. A chronology is included as Appendix A; a selective bibliography of items published by or for the Network Advisory Committee as Appendix B; and a list of Network Advisory Committee Members as Appendix C. (THC)

ED 266 804 IR 051 459

Council on Library Resources, Inc. Twenty-Ninth Annual Report/1985.
Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 85
NOTE- 73p.; For the 1984 annual report, see ED 252 240.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Annual Reports; Expenditures; Grants; Higher Education; *Librarians; *Library Administration; *Library Education; Library Personnel; Library Research; *Library Services; Preservation; Professional Training; Program Descriptions; *Research Libraries
IDENTIFIERS- Bibliographic Services; *Council on Library Resources; Sponsored Research

The 1985 annual report of the Council on Library Resources (CLR) describes an underlying uniformity of purpose in the activities of each of the three components of the program: research, exploration and installation of improved operating capabilities, and librarianship itself. The intent in each program is to reshape academic and research libraries so that their strengths are retained while they add the new capabilities that the future demands. Preliminary materials include lists of members of the council and of the board of directors, council committees and officers, and council staff and consultants. A review of the primary areas of activity during 1984-1985 comprises sections on: Research Activities (An Expanded Research Program; The Economics of

ED 266 817 JC 860 097

Terrey, John N.
Community Colleges on the Chopping Block.
Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 23 Jan 86
NOTE- 8p.; Memorandum to State Board Members. For a related document, see JC 850 098.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; College Role; *Community Colleges; Educational Quality; *Financial Policy; Financial Support; *Retrenchment; State Aid; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Washington

In 1971, Washington was identified as one of the seven pacesetter states in the community college movement. Today, Washington ranks 48th nationwide in terms of state support for community colleges, with little hope that the economic situation will improve given the present tax structure. As a consequence, the lack of economic growth in the state is literally establishing the mission for the community colleges of the future. Much of the present debate focuses on who should be educated, who should pay for this education, and how much should they pay. Currently, there is a revolt against the egalitarian spirit which gave rise to the community college in favor of a return to the elitist spirit of earlier days. Exemplifying this spirit is a report by the Business Roundtable which proposes that funding improvements from 1987 to 1991 be directed toward the University of Washington, while maintaining the current level of funding for community colleges. The principal weaknesses in this proposal are that the consequences of its recommendations have not been thoroughly examined; it does not consider that the mission of the community college is different from that of the university; and it recommends that remediation and literacy become community college responsibilities without recommending that these tasks receive adequate funding. In addition, the Roundtable report does not explain what roles and missions of the community colleges are to be reduced or eliminated in order to restore quality to the research universities, including such concerns as transfer education, vocational and technical education, worker retraining programs, small business programs, and customized job training. As each of these programs is essential to any state promoting economic development, it seems unlikely that any would be reduced or abolished. It is equally important, however, that access and opportunity be maintained. Educational leaders will not be exercising their responsibilities by reducing educational opportunity in a time of national and state need. (EJV)

Parenting Skills Manual, 1984-1985. Delta College Parent Awareness. Developmental Disabilities/Parent Awareness Program.

Delta Coll., University Center, MI. Allied Health-Community Affairs.

SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.
PUB DATE- 86
NOTE- 69p.; For other manuals in this series, see JC 860 120-124.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavior Modification; *Child Development; *Child Rearing; *Communication Skills; Community Colleges; *Developmental Disabilities; Developmental Stages; Normalization (Handicapped); *Parent Child Relationship; Parent Education; *Parenting Skills; Problem Solving; Two Year Colleges

Designed for parents with handicapped children, this manual provides current information on the development and growth stages of all children to serve as a basis or guideline for comparison. First, introductory comments focus on skills needed by all parents to help their children build feelings of self-worth and to grow. Next, an overview is provided of the stages of children's growth and development, examining physical, emotional, intellectual, social, and sexual development. A list of relevant reference materials is included. The next section looks at interactions within the families of handicapped children. This section offers discussions of parents' attitudes toward their handicapped child(ren), typical stages of parental reactions, and ways in which the family structure can be normalized. Next, the manual considers ways in which parents can help their children achieve and maintain an image of themselves which they can accept, focusing on the importance of adjusting expectations to suit the special needs of the child and of providing encouragement. Communication skills are addressed next, with focus on positive support, descriptive praise (i.e., praise referring to specific events), constructive criticism, supportive listening, and problem-solving skills, such as exploring alternatives, problem ownership and "I" messages. Finally, a section on increasing acceptable/decreasing unacceptable behaviors offers information on learning theories, positive reinforcement, negative reinforcement, and teaching new behaviors. (LAL)

PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Graduate Surveys; *Majors (Students); *Participant Satisfaction; Questionnaires; Student Characteristics; Student Educational Objectives; Two Year Colleges; Two Year College Students

In fall 1985, the 1985 graduates of Sinclair Community College (SCC) in Dayton, Ohio, were surveyed to gather demographic data, student objectives, ratings of college services, transfer experiences, and employment experiences. Surveys were mailed to all 1,189 SCC graduates. Study findings, based on a 44% response rate, included the following: (1) 65% of the respondents were female, 88% were Caucasian, and 35% were between the ages of 26 and 35; (2) 57% attended SCC to prepare for a "job to be obtained"; (3) 44.68% of the respondents had taken between 2 and 3 years to complete their degree; (4) 85% rated the quality of instruction as "good" or "excellent"; (5) 25% had enrolled in another college since graduating from SCC, and 76% of those graduates indicated that they had had no problems in the transfer process; (6) 85% were working, and 77% of those were working in a field related to their SCC studies; and (7) of the 91 respondents who had not found employment, 26% were seeking employment and 34% were currently registered with SCC's Placement Office. The survey instrument is appended. (EJV)

PS

ED 266 844 PS 015 343

Friedman, Dana
Corporate Financial Assistance for Child Care. The Conference Board Research Bulletin No. 177.
Conference Board, Inc., New York, N.Y.

Barns upplevelser av daghem. En bildenkat pa 12 daghem. (Children's Perception on Day Care: A Picture Questionaire.)
Linkoping Univ. (Sweden). Pedagogiska Inst.
SPONS. AGENCY- Swedish Delegation for Social Research (Sweden).
REPORT NO.- ISBN-91-7372-885-3; LiU-PEK-AR-5
PUB DATE- 84
NOTE- 36p.; For related documents, see PS 015 648-653.
LANGUAGE- Swedish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Behavior; *Childhood Attitudes; *Day Care Centers; Early Childhood Education; Foreign Countries; *Peer Relationship; *Preschool Children; Questionnaires; *Teacher Student Relationship; Visual Measures
IDENTIFIERS- *Sweden

A total of 145 children 4 through 6 years of age attending 12 day care centers in Sweden answered a picture questionnaire consisting of 10 stories about everyday events which might occur in the center. Each child listened individually to the stories and gave his/her answer by choosing one of two or three pictures describing possible outcomes of the event. The stories concerned peer relations, possibilities for exerting influence on decisions, care situations, general feelings about being at the center, and perception of adult reactions toward disobedience. Findings indicated that 50 percent of the children viewed peer relations as being friendly, 48 percent gave answers suggesting they could exert influence, 67 percent suggested that they perceived the adults as caring, 63 percent depicted an adult as having an angry face in situations of disobedience, and attitudes toward being at the center were ambivalent. Children's answers did not differ significantly from center to center. Some differences were found regarding age. Older children seemed to have a more positive impression of the day care center than did younger children. The picture questionnaire is included. (RH)

ED 266 859 PS 015 655

A Children's Defense Budget: An Analysis of the FY 1987 Federal Budget and Children.
Children's Defense Fund, Washington, D.C.
SPONS. AGENCY- Rockefeller Family Fund, Inc., New York, N.Y.
REPORT NO.- ISBN-0-938008-50-1

accomplishments; deliverables; selected references; and attachments. Included in the attachments is a sample copy of the parent involvement questionnaire as well as extensive tables summarizing project data. (DST)

ED 266 873 PS 015 677

Livingston, Dodie
Activities of the Administration for Children, Youth and Families.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 17 Oct 85
NOTE- 69p.; Paper presented at the Annual Conference of the National Black Child Development Institute (15th, Washington, D.C., October 16-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption; *Agency Cooperation; Black Colleges; Black Youth; Child Abuse; Child Neglect; *Day Care; Early Childhood Education; *Federal Programs; Foster Care; *Government Role; Organizational Objectives; *Program Development; Runaways; Statistical Data
IDENTIFIERS- *Administration for Children Youth and Families; National Center on Child Abuse and Neglect; *Project Head Start; Runaway and Homeless Youth Program

Discussed are initiatives of the Administration for Children, Youth, and Families (ACYF) in the areas of Head Start, child care, the National Center on Child Abuse and Neglect, support of historically black colleges and universities, foster care and adoption assistance, the Runaway and Homeless Youth Program, and current and future plans. The discussion of Head Start focuses on cooperative ventures with other agencies concerning running the Child Development Associate (CDA) program, parent involvement, transition to school, Head Start staff and child caregiver training, curriculum dissemination, mental health, child health and safety, and adult illiteracy. National data concerning child care are reported, and efforts to provide public information and fund research and demonstration projects assisting parents, local communities, and States in meeting their child care needs are briefly described. Also described are ways the National Center on Child Abuse and Neglect meets its responsiblity for generating

Student Records; *Transfer Policy; Transfer Programs
IDENTIFIERS- *Credit Accrual; *Portable Assisted Study Sequence Program

A survey of administrators and contact personnel responsible for PASS Programs in California schools was conducted to determine what policies are followed for evaluating and granting student credits. Questionnaire forms were sent to 91 school sites. The return rate was 86.8% for principals and 90.1% for contact people. Questions covered staff assignments and experience, methods for issuing and accepting credits under a variety of conditions (late enrollment, early withdrawal, etc.), and disposition of used PASS curriculum materials. The survey showed that contact people were experienced in both the Migrant and PASS Programs; 61% were credentialed and full-time, and about 30% were full-time but not credentialed. There were differences in what contact people and principals understood about evaluating credit. For example, on the question of cutoff dates for late enrollment, 49% of the principals said that the cutoff was 20 days or less, while about the same percentage of contact people said it was 43 days or less. Based on survey results, there is a need for each school to set clear policies on evaluation of student credits and to communicate policies to all staff members concerned. A long-range goal is statewide consistency--across all PASS Program sites--in crediting students' academic work. The questionnaire for principals and contact people are appended. (JHZ)

ED 266 888 RC 015 585

Thurston, Paul; Clauss, Joanne
CPR for Rural School Districts: Emerging Alternatives in Curriculum, Program and Reorganization.
SPONS. AGENCY- Illinois Univ., Urbana.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Sep 85
NOTE- 28p.; Partial support provided by the Community Information and Education Service Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; *Consolidated Schools; Cost Effectiveness; Curriculum; Decision Making; *Educational Change;

information to improve local situations. Wholistic curriculum is compared to the tradition of how to perform a sacred ceremony, a description of what is to be learned and how it is to be taught, and a starting place of unfolding human potential. Involvement of family and community as well as school in generating curriculum is emphasized and the advantages of traditional native education are discussed. Examples of a wholistic curriculum based on the family are given including day care opportunities and family development program. A reading list and numerous quotations by historical and contemporary Native Americans are provided. (LFL)

ED 266 900 RC 015 604

Community Development. Adult Education Series. Discussion Paper Eight.

Lethbridge Univ. (Alberta). Four Worlds Development Project.

PUB DATE- 84

NOTE- 36p.; For related documents, see ED 262 924-926 and RC 015 597-605.

AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; Alcohol Education; *American Indian Culture; *Canada Natives; Change Agents; *Change Strategies; Citizen Participation; Community Action; *Community Development; Cultural Context; Definitions; Drug Education; Group Discussion; *Group Dynamics; *Individual Development; Leadership; Local Issues; Models; Quality of Life

IDENTIFIERS- Canada; Four Worlds Development Project (Alberta); Spiritual Development

One in a series of resources for community groups, this paper provides a theoretical model of community development and relates it to the history, needs, and characteristics of native communities. The introductory section discusses the philosophy and goals of the series, which promotes the development of "core groups"--small community groups that will discuss the possibilities of individual and community transformation. It is suggested that a facilitator help the group go through the text together with

ED 266 913 RC 015 637

Hoy, Mary P.

Teacher on Television: New Opportunities for Rural Teacher Preparation.

PUB DATE- Oct 85
NOTE- 8p.; Paper presented at the Annual National Rural Teacher Education Conference (1st, Bellingham, WA, October 9-11, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Classroom Observation Techniques; College School Cooperation; *Educational Television; Higher Education; Models; *Observational Learning; *Preservice Teacher Education; Rural Areas; Teaching Methods
IDENTIFIERS- *Iowa State University; *Live Broadcasts

To provide preservice teachers with exposure to a diverse set of observation experiences, a three-year Iowa State University project will beam live television broadcasts from school classrooms to the university. The process will allow small groups and whole classes of preservice teachers to unobtrusively observe and discuss classroom events as they occur. Control of camera (pan, tilt, zoom) from the campus site will allow all aspects of the classroom experience to be seen. Cameras placed in selected classrooms will provide observation of a variety of teaching styles, classroom populations, and educational settings. The project observation model will be infused in an introductory sophomore level course and will focus on application of specific observation techniques (direct observation, time sampling, duration recording, etc.) presented in lectures, assigned readings, and microcomputer software programs. The telecasts will be used as a practicum or lab to apply observational learning. A project facilitator will be involved in both lectures and observation settings, bridging the theory of observation with application of specific techniques taught in the model by assisting preservice teachers in noting both teacher and student behaviors and explaining classroom occurrences. The final project objective is to create a consortium of teacher education institutions interested in receiving and telecasting classroom broadcasts via satellite uplink. (NEC)

Larson, Donald K.; White, Claudia K.

Will Employment Growth Benefit All Households? A Case Study in Nine Nonmetro Kentucky Counties. Rural Development Research Report Number 55.

Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jan 86
NOTE- 32p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Economic Status; Educational Attainment; Employment Patterns; *Employment Statistics; Family Characteristics; *Family Income; Females; *Heads of Households; Local Norms; Older Adults; *Poverty Areas; Rural Development; *Rural Economics
IDENTIFIERS- Impact Studies; *Kentucky

An estimated 44,340 longer term resident households in rural Kentucky were studied to identify the variables that explained changes in household income status between 1974-79. In a nine-county area of south-central Kentucky, rapid employment growth between 1974 and 1979 created new job opportunities, but employment growth did not benefit all households or reduce the area's overall poverty level. For households located in the study area continuously between 1974 and 1979, the average relative income changed very little. Although 28% reported improved relative incomes, another 22% lost ground when household members either retired or reduced their annual work hours. Households headed by elderly persons maintained their relative incomes because they depended on public or private income assistance programs that were indexed to the Consumer Price Index. Households headed by women had limited benefit from the area's employment growth. Most of the women who benefited from the job growth lived in households headed by men. About 21% of the longer term resident households were classed as poor in both 1974 and 1979. The heads of these households were typically older and had lower educational attainment than heads of households never classified as poor. Forty-eight references and the regression models used in the study are appended. (JHZ)

Atlantic, field activities, films (with separate listings for children's and general audience films), a list of records on whales and whaling, and suggested books and periodicals for young readers. "Pocket materials" are various worksheets that can be duplicated for students, such as drawings of whales, fact sheets, and checklists. (JN)

ED 266 940 SE 046 452

Mathematics. Grade 8. Oregon Statewide Assessment, 1985.
Oregon State Dept. of Education, Salem.
PUB DATE- Oct 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; Educational Assessment; Estimation (Mathematics); Geometry; *Grade 8; Junior High Schools; Mathematical Applications; *Mathematics Achievement; Mathematics Education; *Mathematics Skills; Probability; Problem Solving; *Secondary School Mathematics; Sex Differences; *State Programs; *Testing Programs; Test Results
IDENTIFIERS- *Oregon

In the spring of 1985, the Oregon Department of Education conducted an assessment of eighth grade students' skills in writing, reading, and mathematics. This report provides results for the mathematics portion of the assessment under these headings: (1) arithmetic skills; (2) estimation; (3) geometry and measurement; (4) application; (5) problem-solving; (6) percent, ratio, proportion, and probability; (7) score differences based on gender; and (8) use of a calculator. In addition, information on test development, test design, test administration, and on scoring and reporting is provided. Also included are highlights of findings and recommendations. Among the findings are those showing that the general level of mathematics achievement among Oregon eighth graders is greater than 60 percent of students nationally, that student performance in arithmetic skills was at an excellent level (with the exception of basic operations involving fractions), and that student performance in estimation and probability was lower than desired (with more emphasis recommended, including inservice programs to upgrade teaching skills related to both of these skill areas). One of the recommendations offered is to train and use mathematics resource teachers and to implement peer coaching

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary School Science; Experiential Learning; *Inservice Teacher Education; Models; Primary Education; *Program Implementation; Science Education; *Science Instruction; *Science Laboratories; *Science Programs; Science Teachers; Scientific Literacy; Skill Development
IDENTIFIERS- *Hands on Experience; Science Education Research

A program for remediating science illiteracy among primary level students is offered in this publication. A practicum was designed to address the lack of science teaching and student science experiences at the Marian Boyd School in Warrentown, North Carolina. Priorities included in-service education for teachers, a science laboratory for students, and effective utilization of available resources. Problem areas and probable causes were identified and solution strategies were offered. It was anticipated that implementation of the program would result in improvement of teacher attitudes and competencies in science and science instruction, development of hands-on science learning centers, and student mastery of science process skills. Data and findings reveal that the major program goals were met and that program continuance would be assured. (ML)

ED 266 954 SE 046 466

Schoen, Harold L., Ed.; Zweng, Marilyn J., Ed.
Estimation and Mental Computation. 1986 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-226-0
PUB DATE- 86
NOTE- 255p.
AVAILABLE FROM- National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091 ($16.00 each, 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Educational Change; Educational Research; Elementary Secondary Education; *Estimation (Mathematics); *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Measurement; Number Concepts; Testing; *Yearbooks
IDENTIFIERS- *Mental Computation

interest was whether persons winning would offer aid to any of the other not so lucky players. At the completion of 12 rounds of wagering, subjects completed questionnaires and the amount of money returned by each recipient was carefully recorded. Contrary to previous research, it was found that neither the amount of resources possessed by the donor, nor the level of obligation attached to the gift, significantly influenced the recipient's attraction to the donor. It was also found that (1) more money was repaid to the low resource donor than to the high resource donor; (2) one's attraction toward another is independent of their actions (however; when it comes to teaming up with another person, their actions become important); and (3) the amount of money a subject loaned when placed in a winning condition was not a function of the previous condition they were in. (LH)

ED 266 970 SO 016 768

Schwartz, Audrey James
Power and Involvement in Three Fictional Schools from the Silver Screen.
PUB DATE- 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Educational Environment; Elementary Secondary Education; *Films; *Individual Power; Interpersonal Relationship; Models; Personal Autonomy; *Power Structure; Public Education; Social Control; Social Influences; *Social Structure; Social Theories; *Student School Relationship
IDENTIFIERS- Etzioni (Amitai)

Using Amitai Etzioni's (1961) sociological model as a basis for analysis, the paper examines the relationship between central student characters and their chief reference group or significant other(s) in the schools as portrayed in three films: "If" (1969), "Child's Play" (1972), and "Educating Rita" (1983). Two variables are employed: the kind of power used over the students and the students' involvement or orientation toward the people or system wielding this power. Following a theoretical background describing of women. (LH)

ED 266 984 SO 016 926

Hough, Jerry F.; And Others
Arms Control and the Strategic Defense Initiative: Three Perspectives. Occasional Paper 36.
Stanley Foundation, Muscatine, Iowa.
PUB DATE- Oct 85
NOTE- 36p.
AVAILABLE FROM- The Stanley Foundation, 420 East Third St., Muscatine, IA 52761 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Conflict Resolution; *Disarmament; Foreign Policy; International Relations; *National Defense; *Negotiation Agreements; Nuclear Technology; Nuclear Warfare; *Peace; War; World Affairs
IDENTIFIERS- North Atlantic Treaty Organization; Nuclear Weapons; *Strategic Defense Initiative; USSR

Three perspectives on President Ronald Reagan's Strategic Defense Initiative (SDI), which is intended to defend U.S. targets from a Soviet nuclear attack, are presented in separate sections. In the first section, "Soviet Interpretation and Response," Jerry F. Hough examines possible reasons for Soviet preoccupation with SDI. He discusses the perceived threat, diplomatic considerations, and domestic strategies. In the second section, "A New Dilemma for NATO," Stanley R. Sloan examines the web of political and military strategies and events that followed NATO's decision to embark on plans to deploy new U.S. intermediate-range nuclear missiles while continuing to pursue negotiations with the Soviets on limiting such weapons. He then applies the lessons from NATO's recent experiences to the next nuclear crisis looming on the horizon, SDI, and identifies its implications for NATO's future. In the final section, Paul Warnke and David Linebaugh appraise the arms race and the prospect for arms negotiations in "Breaking the Deadlock." They map a clear alternative to the present course, providing a formula that not only deals with SDI but also reduces warhead totals and bars destablizing weapon systems. A list of other Stanley Foundation publication and activities concludes the document. (LH)

Prediction; Resource Allocation; Units of Study
IDENTIFIERS- Debt (Financial); *Federal Budget; Government Spending; Reagan Administration

Intended to provide secondary students with information on the federal budget, this kit provides a teacher's guide, a test, a crossword puzzle, and a series of reproducible graphs and handouts focusing on budget deficits and the national debt. Study materials and graphics are based almost entirely on articles and graphics found in "U.S. News & World Report." The first set of graphics demonstrates the value of trillions in everyday terms, illustrates projected deficits through 1985, places the 925.5 billion dollar budget in perspective, and shows the relationship between government borrowing and rising interest costs. Subsequent graphics show spending trends with resulting deficits and the number of Americans who were predicted to benefit from federal spending in 1985. Articles reproduced on ditto masters present ideas that lawmakers such as Bob Dole (Kansas), Russell Long (Louisiana), Jim Jones (Oklahoma), Pete Domenici (New Mexico), and Barber Conable (New York), have for cutting the federal deficit. "Budget-Limit Bandwagon Picks Up Speed," a lesson designed as a reading and writing exercise, is provided for students of varying ability levels. Final materials include "Tidal Wave of Red Ink," which graphically examines deficits under presidential administrations from Truman to Reagan, and "Budget Deficit Needs a 'Quick-Fix--the Quicker the Better,'" a transcribed conversation with economist Eliot Janeway. (LH)

ED 266 999 SO 016 968

Lindfors, Burton R.
Economics in Japan: A Curriculum Project.
Irvine Unified School District, Calif.; U.S.-Japan Education Group, San Francisco, CA.
PUB DATE- Jun 83
NOTE- 163p.; Newspaper reproductions and some tables contain light print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Economic Change; Economic Progress; *Economics Education; *Economic Status; Foreign Countries; Instructional Materials; Secondary Education; *Socioeconomic

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Educational Quality; Field Experience Programs; Higher Education; *Preservice Teacher Education; *Program Effectiveness; *Teacher Education Programs; *Teacher Effectiveness

Iowa's Legislative Extended Assistance Group (LEAG) was formed in 1978 to encourage interaction between state government and university researchers. This report deals with the topic of teaching quality. A stratified random sampling procedure was used to: (1) determine perceived adequacy of new teachers in a number of areas associated with effective preparation; (2) determine in what ways teachers are seen as particularly well prepared; (3) determine overall adequacy of new teachers compared to new teachers of five years ago; and; (4) obtain information about field experiences. Some 1,055 new teachers, principals, experienced teachers, and cooperating teachers involved in teacher training were surveyed. The respondents represented grade levels from kindergarten through grade twelve. Survey findings are presented along with recommendations based on the research. The key findings suggest three recommendations that are detailed in the report. They are: (1) teacher preparation programs should provide field experiences that offer both breadth and depth of experience; (2) graduates of Iowa teacher education programs should be proficient in a clearly defined set of skills or competencies; and (3) teacher preparation programs should conduct follow-up studies periodically to assess the quality of graduates and the effectiveness of the program. (JD)

ED 267 014 SP 026 985

Renewal and Recognition of Teachers: Fellowships for Independent Study. A Report from the Council for Basic Education on Professional Development.

Council for Basic Education, Washington, D.C.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Esther A. and Joseph Klingenstein Fund, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-931989-26-4
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Faculty Fellowships; Higher Education; High Schools;

ED 267 031 SP 027 257

Waxman, Hersholt C.; And Others
Using Research Knowledge to Improve Teacher Education: Teachers' Perceptions of the Value of Educational Research.
PUB DATE- 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Educational Research; Elementary Secondary Education; Higher Education; Instructional Improvement; *Research Utilization; *Teacher Attitudes; Teacher Education; *Theory Practice Relationship

A study examined the extent to which teachers maintained that educational research provided them with practical suggestions for improving instruction. In addition, the study sought to determine why educational research may not influence classroom teaching. A total of 159 elementary and secondary school teachers from 5 districts in the Southwest answered a needs assessment survey which examined their attitudes regarding the importance of educational research and the role teacher education courses had in helping them to: (1) understand educational research studies; and (2) translate educational research findings to classroom applications. About 48 percent agreed that educational research provided them with practical suggestions for improving instruction, and almost 45 percent indicated that undergraduate courses helped them to understand such studies. However, only 37 percent felt that their teacher education professors helped them to translate the research to classroom applications. Among the teachers who had taken graduate education courses, there was a larger percentage that felt that courses and professors had helped them to understand and apply educational research. (CB)

ED 267 032 SP 027 260

Ervay, Stuart

university educators working cooperatively to promote quality in teacher preparation programs and to improve the teaching behaviors of graduates. The focus is upon four primary goal statements: (1) public school practitioners are directly involved in preservice teacher education; (2) all segments of the university support and participate in the teacher education program; (3) the university cooperates with all teacher preparation institutions and public schools in the state; and (4) innovative programs are developed to foster effective dialogue between preservice students and their mentors in the field. The first two goals are accomplished through the development and maintenance of four advisement and governing councils composed of university and school personnel and administrators. The third goal is accomplished through two collaborative networks made up of statewide field centers and four teacher education centers serving student teachers. The fourth goal is met via the continuing development of action labs, self-paced modules based on concepts encountered in field experiences, and a cooperating teacher training program. (JD)

ED 267 048 SP 027 324

Wood, Lonnie H.
A School District-University Model for Collaboration.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; Higher Education; Preservice Teacher Education; *Program Effectiveness; *School Districts; *Student Teaching

A pilot program at Colorado State University tested three factors in the collaboration between the University and a local school district. The three factors were: (1) the ability to place student teachers with cooperating teachers using the specially developed "Elements of Instruction" program in the classroom; (2) the effect of a field based methods sequence; and (3) the value of activities designed to improve the transition into full time student teaching. Student teachers, cooperating teachers, and college of education faculty responded to a survey concerning attitudes toward the pilot program. The last two factors were judged to be highly effective, although improvement was still needed for both areas. Collaboration increased significantly because of the program (CB)

the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; *Communicative Competence (Languages); Educational Strategies; Individual Differences; Listening Comprehension; Literature Reviews; Second Language Instruction; *Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- *Silence

A fundamental assumption in some recently developed language teaching methodologies is that there should be a silent period at the beginning of second language instruction during which students do not speak the target language but develop and demonstrate comprehension in other ways. A number of studies and experiments have attempted to illustrate that language instruction is more effective when it begins with the silent period. However, data from natural language acquisition studies do not conclusively support the existence of a silent period in natural learning contexts, and the results of pedagogical research do not justify the general rejection of early target language output in the language classroom. An alternative that would satisfy the need of some students to communicate and the desire of others to remain silent would have an initial period of reduced output, limiting the pressure on students to communicate and limiting the types of communication used. This approach would accommodate individual differences but would not allow a prescribed progression through instructional materials. Instead, it would require teacher sensitivity and curricular flexibility. (MSE)

ED 266 666 FL 015 512

Willis, J. D.
Theory and Methodology: Do We Do What We Are Knowing?
PUB DATE- 85
NOTE- 14p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

objectives, methods, materials, and equipment and a guide to sequential program development, articulation, and evaluation. An introductory section discusses the place of foreign languages in the total curriculum, early entry for foreign language learning, and equity factors in curriculum development. Subsequent sections address: development of local program philosophy and framework; describing programs at each level (elementary, middle/junior high school, and senior high school) and K-12 coordination; recent foreign language instructional trends (established approaches, syllabus development, recent instructional approaches and strategies, and their implications and applications); the American Council on the Teaching of Foreign Languages' Provisional Proficiency Guidelines statement of learning outcomes and its implications and applications; generic functions and proficiencies in all modern languages (outlines of communicative functions at four levels); the scope and sequence of courses in French, Spanish, German, and Latin; foreign language media (basic classroom equipment, auxiliary facilities, media centers, and computer uses; and program evaluation (improving instruction and evaluating the textbook and student performance). (MSE)

ED 266 681 FL 015 537

Kohonen, Viljo, Ed.; Pitkanen, Antti J., Ed.
Language Testing in School. AFinLA Yearbook 1985. No. 41.
Finnish Association for Applied Linguistics, Helsinki.
REPORT NO.- ISBN-951-9388-28-1
PUB DATE- 85
NOTE- 252p.; Papers presented at a symposium of the Finnish Association for Applied Linguistics (Tampere, Finland, November 17-18, 1984) and a seminar on Language Testing in School (Heinola, Finland, November 19-21, 1984). For individual papers in English, see FL 015 538-548.
LANGUAGE- English; Finnish
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Ability; Communication Skills; *Communicative Competence (Languages); Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Language Research; Language Skills; *Language Tests; Policy Formation; Redundancy; *Second Language Instruction; Test Reliability; *Test Use; Test Validity

comparisons are cross-section, by which the 1983 median salary of industrially employed Ph.Ds are compared to the median salary of similarly employed individuals in 1982. In addition, longitudinal data, which looks at the same people at two or more points in time, provide a better picture of these actual increases. Technical notes are included. (SW)

ED 266 696 HE 018 831

Founders' Weekend. North Country Workshop on Science, Technology and the Undergraduate Curriculum. Proceedings (Potsdam, New York, November 9-10, 1984).
State Univ. of New York, Potsdam. Coll. at Potsdam.
PUB DATE- Nov 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Mathematics; College Science; *Core Curriculum; Course Descriptions; Curriculum Development; *Educational Change; Educational Objectives; General Education; Higher Education; Interdisciplinary Approach; *Liberal Arts; Public Policy; *Scientific Literacy; *Technological Literacy; *Undergraduate Study
IDENTIFIERS- *State University of New York Coll at Potsdam

Proceedings of the North Country Workshop on Science, Technology, and the Undergraduate Curriculum are presented. The Sloan Foundation's call for reform of the liberal arts and coverage of mathematics, science, and technology is noted in welcoming remarks by State University of New York, Potsdam, President Humphrey Tonkin. Stephen H. Cutcliffe considers the development of the science, technology, and society (STS) field and recent interest in scientific and technological literacy in "Science, Technology and the Undergraduate Curriculum: Where Are We Nationally?" Curricular goals and ways to achieve them are also addressed, and a list of journals (and addresses) on STS topics is provided. In "Scientism and the New Liberal Arts," Richard H. Robbins explores the implications of scientism for both public policy and the U.S. value system, and the relationship between science and technology encompassed by the new liberal arts. Neal R. O'Brien describes an interdisciplinary course covering key scientific issues in "A Discussion of the Science in Society Course at Potsdam College."

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- ISBN-0-918461-02-2
PUB DATE- 85
NOTE- 125p.
AVAILABLE FROM- Plains Press, Southwest State University, Marshall, MN 45258 ($5.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Students; Audiotape Recordings; College Students; Computer Assisted Instruction; Correspondence Study; *Curriculum Development; *Distance Education; *Educational Technology; English Instruction; Females; Higher Education; History; *Humanities; Independent Study; Literature; Nontraditional Students; Program Proposals; *Rural Areas; Spanish; Telecourses; Videotape Recordings
IDENTIFIERS- Iliad; *Minnesota; Odyssey; Scandinavia

The use of new technologies to deliver courses in humanities to adult, off-campus students in rural western Minnesota is described in nine essays. A 4-year project was funded to improve access to the humanities, resulting in the redesign of 40 courses since 1981. In addition discussing the background of the project, evaluative mechanisms, and committee structures, descriptions are provided of faculty member's experiences in adapting and teaching the humanities courses using audio teleconferencing, audio tapes, video tapes, correspondence, and computer-assisted instruction. Essay titles and authors are as follows: "Institutional Cooperation to Improve Access to the Humanities in Western Minnesota" (Gerrit Groen); "Evaluation and Funding of Course Modification Proposals" (Mary Hickerson); "Adapting English Courses to Independent Study" (Vern Thompson); "Creating Computer-Assisted Instructional Programs for 'The Iliad' and 'The Odyssey'" (Gary L. Litt); "An Adaptation of an Elementary Spanish Course for the Rural, Adult Learner" (Janice Wright); "Adapting Three English Courses for Off-Campus Delivery" (David Pichaske); "Three Courses, Three Experiments in the Design of Independent-Correspondent Courses" (Joseph Amato); "Teaching 'Stereotypes of Women in Literature' by Telelecture" (Patricia K. Hansen); and "Structure and Freedom: Redesigning a Course in Scandinavian History" (Richard Lewis). (SW)

Kenny, Grace; Wickham, Derek
Making Effective Use of Space in Colleges. Coombe Lodge Femis Paper. Information Bank Number 1971.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Mar 84
NOTE- 31p.; Small print in figures may affect legibility.
AVAILABLE FROM- Librarian, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; College Administration; *College Buildings; Computer Oriented Programs; Decision Making; *Facility Utilization Research; Foreign Countries; Higher Education; Interior Space; School Schedules; *Space Utilization
IDENTIFIERS- *University of London (England)

Ideas and techniques for planning and managing space and facilities in complex colleges are discussed with historical information on the growth of higher education in the United Kingdom provided as background. The University of London established a research team to determine patterns of space use and to devise methods of allocating teaching activities to teaching spaces. The team focused on students' use of university buildings for teaching activities and nonteaching activities (e.g., libraries, cafeterias). A diagram, which is included, was completed to show how utilization can be measured for an individual space. Shown are space available and activities taking place within it, room capacity and the number of people involved, and room availability and actual or potential meeting hours. An interactive computer program was developed to analyze room utilization, and specifically: to improve space use and solve timetable problems; to provide statistics on space utilization and movement patterns in order to isolate under- or over-provision of space; to assess the impact of new policy decisions on patterns of space use; to enable administrators and faculty to understand the effects of personal or departmental preferences on space use and provision; and to assist campus planning. Flow charts for the space utilization system are presented, along with information that may be included in the files. A bibliography is appended. (SW)

Environment
IDENTIFIERS- Congress 99th; Johns Hopkins University MD; *National Institute Occupational Safety and Health; University of California; University of Michigan; University of Utah

Educational Resource Centers (ERC), which are funded by the National Institute for Occupational Safety and Health, are considered in these hearings. Attention is directed to how four centers are fulfilling their mission, special programs at the centers, and possible future projects. ERCs, which are located at 15 regional public and private universities in 14 states, are a main source of preparing qualified occupational health and safety professionals. In addition to providing tuition and stipend support to graduates students in occupational medicine/nursing, industrial hygiene, and safety sciences, the centers offer continuing education courses. At The John Hopkins University, the ERC is based on the School of Hygiene and Public Health. The ERC at the University of Utah involves a collaborative effort of three different schools: the School of Medicine, the College of Engineering, and the College of Nursing. Three special projects at the University of Michigan's ERC concern: hazardous waste, automobile production, and semiconductor manufacturing. The ERC at the University of California is comprised of four academic programs (occupational medicine, nursing, industrial hygiene, epidemiology and toxicology) and a service/outreach component that are located at the Berkeley, Davis, and San Francisco campuses. (SW)

ED 266 736 HE 019 106

Clare, F. Lawrence, Comp.; And Others
A Bibliography on the Education of Physicians for Primary Care.
Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.
PUB DATE- 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Clinical Teaching (Health Professions); College Curriculum; Educational Facilities; Family Practice (Medicine); Females; Geriatrics; Higher Education; Internal Medicine; *Medical Education; Medical School Faculty; Medical Students; Minority Groups; Pediatrics; *Physicians; *Primary Health Care; *Specialization; Teaching Hospitals

Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE- Sep 85
NOTE- 47p.
AVAILABLE FROM- Alaska Commission on Postsecondary Education, Pouch FP, 400 Willoughby Avenue, Juneau, AK 99811.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Financial Aid Applicants; Foreign Students; Graduate Students; Higher Education; *Incentive Grants; In State Students; Loan Repayment; Majors (Students); Out of State Students; *State Aid; State Surveys; *Student Exchange Programs; *Student Financial Aid; *Student Loan Programs; Undergraduate Students
IDENTIFIERS- *Alaska; Alaska Student Loan Program; State Educational Incentive Program; WICHE Student Exchange Program

Participation levels for 1984-1985 for two student financial aid programs provided by the State of Alaska and one regional student exchange program are reported. Brief descriptions of these programs are included: the Alaska Student Loan Program, the Western Interstate Commission for Higher Education (WICHE) Student Exchange Program, and the State Educational Incentive Grant Program. In addition to data on participation rates for the programs, information is included on: loan award amounts, undergraduate and graduate loans, foreign study, loan repayment and default, and WICHE program exchange fields. Statistical tables cover: mean loan amounts per recipient by in-state/out-of-state student level, 1981-1985; 10 top states of attendance for Alaskans with undergraduate loans, 1979-1985; in-state and out-of-state attendance by student level, 1982-1985; distribution of borrowers by foreign country by attendance, 1984-1985; distribution of students receiving state educational incentives grants, 1978-1985; yearly summary of undergraduate and graduate student loans; distribution of Alaska State loans for students attending in Alaska, 1984-1985; institutions at which 50 Alaska student loan borrowers attended, 1984-1985; and percent of undergraduate and graduate loans used in Alaska. (SW)

ED 266 750　　　　　　　　HE 019 134

Davison, Richard L.; And Others
Programs Offered and Programs Completed at North Dakota Institutions

conclusion briefly presents some practical implications for colleges as they plan and/or expand their computing efforts and identifies several possible theoretical approaches to the study of academic computing initiatives. Descriptive case studies of the academic computing programs at the six individual institutions are appended. (JB)

ED 266 763 IR 011 979

Smith, Alan D.
Computer Graphics for Use in the Classroom to Illustrate Basic Concepts and Spatial Distributions.
PUB DATE- 79
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cartography; *Computer Graphics; *Computer Software; Concept Formation; *Concept Teaching; Display Systems; Geographic Location; Maps; Microcomputers; Programing Languages; *Spatial Ability; *Visual Aids

The computer packages of PLOTALL, SYMAP, SURFACE II, QUSMO, QUSMO2, QUCRS, and QUTAB are commercially available plotting programs that provide aids for visualizing spatial distributed data and concepts. The incremental drum and line printer plots communicate often vast and difficult-to-interpret tabular data with or without geographic coordinates. All the software packages are easy to understand and require no prior programming knowledge or skills. Due to the multi-discipline nature of graphic display, computer generated plots are an excellent tool for use in the classroom to illustrate sociological, geophysical, business, and mathematical concepts. Most of the plotting routines are, or can be made, available to educational practitioners. Each of the packages is described and eight figures which illustrate their applications complete the document. A short reference list is also provided. (Author/JB) who will benefit from the program, and an individual teacher's skill in utilizing a particular type of software. A list of references completes the paper. (JB)

ED 266 777 IR 011 995

Parr, Leslee; Miles, Rich
Computers in the Schools: A Follow-Up Report.
Jackson Education Service District, Medford, OR.
PUB DATE- Aug 85
NOTE- 39p.; For the 1984 survey, see ED 252 175. A project of the Southern Oregon Research and Development Committee (SORD).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Curriculum Development; Elementary Secondary Education; *Microcomputers; *Policy Formation; School Surveys; Staff Development; Use Studies
IDENTIFIERS- Computer Uses in Education; *Oregon; Software Evaluation

To update a 1984 study of the status and use of microcomputers in Jackson and Josephine Counties (Oregon), revised questionnaires were distributed to the 82 schools contacted in the initial survey. Two forms were used: school and individual teacher. The school survey addressed makes and models of computers in the building, locations of the computers, management programs being used, district office connections, resource people, staff training needs, use of classified staff, adult education, curriculum integration, and implementation of software. The teacher survey sought information in the areas of teacher training, use of computers, training needs, and student use of computers. Based on 64 responses (77%), findings indicate the presence of 763 microcomputers in the schools, a significant increase over the 1984 total (607). Apple was the most common computer brand (58%) used and 49% of the microcomputers were located in computer laboratories. Of the 1,013 individual staff members who responded, 74% reported they could load and run a computer program; 55% had received formal training in computer literacy. Instruction accounted for 62% of all actual and desired computer use (the survey question was inadvertantly ambiguous). The emphasis was on computer assisted instruction for drill and practice at all levels. The primary language being taught was BASIC, followed by Logo. The area of the curriculum in which computers were most used was math in both elementary (81%) and

DESCRIPTORS- Elementary Secondary Education; Job Performance; *Learning Resources Centers; *Library Personnel; Library Surveys; National Surveys; *Personnel Evaluation; *School Districts; *School Libraries; *State Departments of Education

This study was undertaken to determine the extent to which State Education Agencies (SEA) are involved in either mandating or recommending school library media personnel evaluation procedures or forms to Local Education Agencies (LEA). A survey instrument was mailed to all 50 SEA's with a 94% return rate. Well over half of the SEA's were involved to some degree in the evaluation process or will be in the very near future, but this involvement for most is in terms of quality control versus creation of evaluation procedures. While the best evaluation procedures incorporate sound and effective evaluation practices, the content validity of the evaluation instruments is weak and there is little sense of a cohesive role. Recommendations include a call for the national associations to determine and disseminate a professional role to aid SEAs who might be creating or revising evaluation instruments. Appendices contain the 15-item questionnaire; study cover letters; and sample evaluation instruments from Missouri, North Carolina, South Carolina, South Dakota, Utah, and Wisconsin. (Author/THC)

ED 266 791 IR 051 446

Steffenson, Martin B., Ed.; Larason, Larry D., Ed.
The User Encounters the Library. An Interdisciplinary Focus on the User/System Interface. Proceedings of a Library Training Institute (Monroe, Louisiana, July 31-August 3, 1978).
Northeast Louisiana Univ., Monroe.
PUB DATE- 86
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Antisocial Behavior; Behavioral Objectives; *Environmental Influences; Higher Education; *Information Needs; *Library Facilities; *Library Role; Library Services; Position Papers; User Satisfaction (Information); Use Studies

A federally funded Library Training Institute was held to explore the user/system interface in academic libraries. The institute was

Research Libraries); Library Operations and Services: (Resources, Preservation, and Access; Bibliographic Services); and Librarianship and Librarians. Appended materials include a CLR statement on Scholarship, Research, and Access to Information; lists of program committees and project participants; a list of publications resulting from CLR-supported programs and fellowships; program guidelines and grant application procedures; grants and contracts active in fiscal 1985; and opinion of independent accountants and financial statements. (THC)

ED 266 805 IR 051 460

Markey, Karen; Demeyer, Anh N.
Dewey Decimal Classification Online Project: Interim Reports to the Council on Library Resources, April 1984, September 1984, and February 1985.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 85
NOTE- 229p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Cataloging; Classification; Higher Education; Library Research; National Libraries; *Online Searching; *Online Systems; Public Libraries; Research Libraries; Research Methodology; *Subject Index Terms
IDENTIFIERS- *Dewey Decimal Classification; OCLC; *Online Catalogs

This research project focuses on the implementation and testing of the Dewey Decimal Classification (DDC) system as an online searcher's tool for subject access, browsing, and display in an online catalog. The research project comprises 12 activities. The three interim reports in this document cover the first seven of these activities: (1) obtain documentation and selected portions of DDC from Inforonics and experiment with this DDC in a machine environment; (2) share the results of Activity 1 with library representatives, DDC editor, Forest Press, consultants, and Council on Library Resources (CLR) Project Monitor and obtain their recommendations for DDC fields and text for subject access, browsing, and display in an online public access catalog (OPAC); (3) evaluate recommendations of Activity 2 with DDC editor and other concerned parties to determine DDC fields and text for

ED 266 818 JC 860 098

Terrey, John N.

Inventing the Fifth Generation.

Washington State Board for Community Coll. Education, Olympia.
PUB DATE- 25 Feb 86
NOTE- 12p.; Memorandum to State Board members. For a related document, see JC 850 097.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; College Role; Community Colleges; *Educational Change; *Educational History; *Educational Trends; Statewide Planning; *Two Year Colleges
IDENTIFIERS- *Washington

Since 1901, there have been four generations of community college development. Between 1901 and 1930, community colleges were seen as an extension of high school, serving the college-age person by providing collegiate-level academic work or remediation to prepare the student for the junior year of college at a university. The second generation of community colleges (1930-1950) was profoundly affected by the Depression, which brought a practical and economic emphasis to the junior college, and by World War II, which resulted in large numbers of adults demanding educational opportunities. The third generation (1950-1970) was the golden age for community colleges in terms of financial support and educational access for all. The high-minded dream of the third generation came face-to-face with harsh reality during the forth generation (1970-1985) when community colleges nationwide were faced with a precipitous decline in financial support. The fifth generation of community colleges will be shaped by social trends which are already identifiable. Mirroring the society, community colleges will become more varied and complex, and more focused on the individual. An agenda to sustain the development of community colleges during their fifth generation should include the following: (1) a new vision of community colleges must be developed; (2) leadership must take responsibility for developing that vision and the organizational culture to realize the vision; (3) faculty and staff must be recognized as the most important resource; and (4) the open door must remain open to all. (EJV)

Lifetime Planning Manual, 1984-1985. Delta College Parent Awareness. Developmental Disabilities/Parent Awareness Program.

Delta Coll., University Center, MI. Allied Health-Community Affairs.

SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.
PUB DATE- 86
NOTE- 90p.; For other manuals in this series, see JC 860 120-124.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advocacy; Community Colleges; *Developmental Disabilities; Employment Opportunities; Family Role; Financial Needs; Group Homes; *Interpersonal Competence; *Money Management; *Normalization (Handicapped); Parent Education; Sheltered Workshops; *Special Education; Two Year Colleges

Developed as part of Delta College's Parent Awareness Program, this manual provides information related to the special concerns of parents and families of developmentally disabled children, adolescents, and adults. The first section stresses the importance of planning and preparing for the future and establishing adequate financial and personal resources. Questions raised by parents about issues such as friendships, dating, sex education, marriage, career possibilities, and alternative living arrangements are discussed; and the feelings and concerns of brothers and sisters of handicapped siblings are explored. Financial and educational issues are the focus of the next section, which presents information on supplemental security income, guardianship, and alternatives to guardianship (e.g., family and friends, citizen advocacy, trust funds, power of attorney, and limited bank accounts). This section also looks at the legal basis for special education, and the functions of individualized educational planning committees. A section on advocacy services for developmentally disabled citizens provides information on the Michigan Protection and Advocacy Service for Developmentally Disabled Citizens, Inc., followed by a paper entitled "A Practical Guide to Advocacy," by Mary L. Hines. The next section stresses the importance of developing social skills in the process of normalization. This section considers issues related to social acceptance, physical appearance, social coping behavior, self-fulfillment, assertiveness, dating, marriage, and sexuality. The final sections look at living and working alternatives for the developmentally disabled, examining group and nursing homes, state institutions, adult activity programs, and work activity programs. Each section includes references. (EJV)

PUB DATE- 85
NOTE- 40p.
AVAILABLE FROM- The Conference Board, 845 Third Avenue, New York, NY 10022 ($60.00 for non-Conference Board members; $15.00 for members or non-profit organizations; add $1.00 for first class postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Costs; Early Childhood Education; *Educational Vouchers; *Employer Supported Day Care; *Financial Support; *Fringe Benefits; History; *Salaries; Surveys; *Tax Credits
IDENTIFIERS- Salary Reductions

Described are four different corporate initiatives that help employees pay for work-related child care expenses: vouchers, discounts, flexible benefit programs and comprehensive cafeteria plans, and flexible spending accounts with salary reduction. Several other options, such as corporate contributions to community programs, subsidizing on-site centers, Voluntary Employee Beneficiary Asssociations, and lobbying are mentioned briefly. Focusing primarily on the experiences of larger corporations, the information in this report is based on a survey of employers known to provide child care vouchers and discounts or to include child care in their flexible benefit plans. A total of 113 surveys were distributed; 38 companies responded with usable information. An additional 20 company programs are described, based on information provided at conferences and in the literature. Appended to the report are a sample dependent care assistance plan and guidelines for selecting a tax treatment plan for dependent care, including a comparison between salary reduction and the dependent care credit. (RH)

ED 266 845 PS 015 527

Gerber, Magda, Ed.
A Manual for Parents and Professionals.
PUB DATE- 79
NOTE- 136p.
AVAILABLE FROM- Resources for Infant Educarers, 1550 Murray Circle, Los Angeles, CA 90026 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques

PUB DATE- 86
NOTE- 474p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 ($12.95, plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Budgets; Child Abuse; *Child Advocacy; *Childhood Needs; Day Care; *Disadvantaged Youth; *Family (Sociological Unit); Federal Legislation; *Government Role; Health; Health Insurance; Pregnancy; Public Policy; *Retrenchment; Tables (Data)
IDENTIFIERS- Congress; *Gramm Rudman Balanced Budget Act 1985; Project Head Start; Reagan Administration

This analysis of the implications for children of the FY 1987 Federal budget begins by criticizing the Reagan administration's policy on poor children and families and recommending needed action. Chapter 1 provides a rationale for investing in children and families. Specific attention is given to costs of child poverty, declining Federal help for children in poverty, President Reagan's FY 1987 budget, and the impact of the Gramm-Rudman Amendment. Chapters 2 and 3 outline a Children's Survival Bill and a new policy agenda designed to prevent teen pregnancy and to build self-sufficient youth. Chapter 4 explores aspects of the Gramm-Rudman Balanced Budget and Emergency Deficit Control Act of 1985. Chapter 5 offers an executive summary of the remaining 15 chapters which concern health; family income; taxes and poor families; food assistance; housing and homelessness; preventing adolescent pregnancy and building youth self-sufficiency; education; youth employment; abused and neglected children and others with special needs; runaway youth and others in the juvenile justice system; child care; Head Start; energy assistance for families; legal services; and civil rights. Appended are related information about Congress, selected recent publications on the budget and the effects of President Reagan's policies, a list of other resource organizations, and approximately 40 pages of data on children, poverty, and federal programs. (RH)

ED 266 860 PS 015 656

Fisher, Joseph E.

knowledge and improving programs; collects, analyzes, and disseminates information; operates a State grants program; and coordinates federal efforts. Future directions of the Center, for FY 1986, are specified. Additionally provided are statistics and background information concerning foster care and adoption, along with capsule descriptions of past accomplishments and future objectives. Major strategies for the targeting of ACYF resources are revealed. (RH)

ED 266 874 PS 015 678

Chavkin, Nancy F.; Williams, David L., Jr.
Parent Involvement in Educatiom Project. Executive Summary of the Final Report.
Southwest Educational Development Lab., Austin, TX. Div. of Family, School and Community Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- Nov 85
NOTE- 26p.; For earlier reports, see ED 245 368 and ED 254 509. For Final Report, see PS 015 675.
CONTRACT- 400-83-0007-P-2
AVAILABLE FROM- SEDL Publications, 211 East 7th Street, Austin, TX 78701 ($3.00, plus $0.45 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; Elementary Education; *Parent Attitudes; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Participative Decision Making; *Program Development; Summative Evaluation; Surveys
IDENTIFIERS- *Parent Involvement in Education Project

In order to build more effective partnerships between home/community and the public school, the Parent Involvement in Education Project (PIEP) conducted a comprehensive six-year study of the various aspects of parent involvement in education from the perspective of key stakeholder groups. This executive summary of the final report represents a synopsis of the Project, highlighting the most basic components and findings of a parent survey conducted in New Orleans, Dallas, San Antonio, and Houston. Areas covered in the executive summary are as follows: introduction; operational definitions; background; method; results; major recommendations (including specific recommendations for administrators, teacher educators, parents, teachers, and principals); and selected

Educational Cooperation; *Educational Quality; *Educational Strategies; Elementary Secondary Education; *Rural Education; *School Size; Small Schools; State School District Relationship
IDENTIFIERS- *Illinois

Justification for school district consolidation is made on the basis of either reducing cost or increasing educational quality. Some cost reduction may be realized through certain economies of scale in some consolidations but it is by no means automatic. The Illinois State Board of Education emphasizes the relationship between high school size and program offering, school size and student achievement, and school size and the number of planning preparations by teachers as the primary rationale for encouraging school consolidation. In scrutinizing the relationship between school size and quality, however, the consolidation movement should probe fundamental questions regarding the economic and quality-of-life relationship between schools and rural communities, factors important in providing quality education (including richness of curriculum, quality of teachers, and parochialism among students) and their relationship to school size, and the vision of quality education in rural schools. Strategies that should be utilized in consolidation planning are sharing of students or teachers between buildings, utilizing instructional technology, restucturing high school grades, reexamining course scheduling, and examining regional/state initiatives. Issues that should be considered in implementing consolidation include deemphasizing bureaucratic aspects, consolidating across regions, maximizing teacher quality, providing transitions for participation in extracurricular activities, and supporting schools during and after consolidation. (NEC)

ED 266 889 RC 015 587

Leurin, Marcel
Querying the Intercultural Approach. Seminar Held in Brussels, Belgium, September 21-22, 1984. The CDCC's Project No.7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(85)34
PUB DATE- 3 Jun 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

frequent discussion of the points that are made. Sections 1 and 2 define community and community development. Emphasis is placed on individuals learning about themselves and their communities and taking charge of their own lives. The bulk of the paper is devoted to a model of community development with human spiritual development at the hub encircled by 12 elements essential to the process of community development. Brief descriptions are provided for each element: tension, involvement of key individuals in deliberations about the current situation, networking with resources and allies, personal revitalization experiences, constructing a vision, core group experiences, making plans and goals, building community organization, building unity between hearts and minds, learning, taking action, and evaluation. (JHZ)

ED 266 901 RC 015 605

Helping Your Community. Adult Education Series. Discussion Paper Nine.

Lethbridge Univ. (Alberta). Four Worlds Development Project.

PUB DATE- 84

NOTE- 27p.; For related documents, see ED 262 924-926 and RC 015 597-604.

AVAILABLE FROM- Four Worlds Development Project, University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, Canada T1K 3M4 ($2.00 each, or $13.50 for nine discussion papers; 10 sets or more, $10.00 each).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; Alcohol Education; *American Indian Education; *Canada Natives; Change Agents; *Change Strategies; *Citizen Participation; Community Action; *Community Development; Discussion (Teaching Technique); Drug Education; *Group Discussion; Group Dynamics; Individual Development; Leadership; Learning Activities; Local Issues; Self Evaluation (Groups)

IDENTIFIERS- Canada; Four Worlds Development Project (Alberta)

Group discussion and learning activities are featured in this paper, the ninth in a series of resources for community development groups. The introduction defines the nature and goals of "core groups"--small community groups that will discuss the possibilities of individual and community transformation and promote new, life-enhancing patterns of growth. The text is organized under

ED 266 914 RC 015 638

Rey, Micheline
The School Re-Integration of the Children of Greek Emigrants in Their Parents' Country of Origin. The CDCC's Project No.7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT-(85)40
PUB DATE- 31 Jul 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); *After School Education; Demonstration Programs; Educational Improvement; Elementary Secondary Education; Foreign Countries; Migrant Children; *Migrant Education; Migrant Problems; *Migrants; Migrant Youth; Multicultural Education; Native Language Instruction; Program Descriptions; *Supplementary Education; Vocational Rehabilitation
IDENTIFIERS- Emigrants; *Greece; *Reintegration; Return Migration

Based on the visit of an international team studying the education and cultural development of migrants, this report describes school re-integration for children of Greek migrants returning to their home country. Part 1 outlines the purpose and itinerary of the three-day visit. Part 2 characterizes Greece as having a long and complex tradition of migration and gives numbers of Greeks emigrating abroad and returning since 1968. Brief descriptions are provided for state programs that deal with employment needs, encourage research on the impact of migration, and sponsor summer camps for Greek children living abroad. Part 3 covers the visit to an experimental project serving 53 children of migrants in nine back-up classes--small groups meeting four to five hours weekly after regular school hours. The goals of the three-year project are described--a study to identify problems encountered by migrant students, development of teaching materials, and in-service training for back-up class teachers. Part 4 provides a general evaluation of the visit and makes recommendations concerned with provision for the linguistic knowledge of emigrants' children, cooperation of back-up class and regular teachers, in-service teacher training strategies, and parent involvement in school activities. (JHZ)

McCormick, Fred C.; McCormick, Eileen R.
A Project on Uses of Technology in Rural Schools. Final Report.
Educational Operations Concepts, Inc., St. Paul, Minn.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 82
NOTE- 23p.; For related document, see ED 262 923.
GRANT- NIE-Q-81-0183
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computers; Delivery Systems; Distance Education; *Educational Cooperation; *Educational Technology; Educational Television; Elementary Secondary Education; National Surveys; Program Descriptions; Programed Instruction; *Rural Education; *Small Schools; Systems Development; Telecommunications
IDENTIFIERS- National Institute of Education

A 9-month project examined the potential for technology to assist rural schools in their programs, identified exemplary programs using technology in rural school districts, and resulted in the production of a guide for rural administrators and teachers on successful uses of technology (issued separately). Technologies investigated included computers, educational television, videodisc, audio tapes, radio, telecommunications systems, programmed instruction, video tapes, and interactive video. Report findings which might be associated with national perspectives and/or for National Institute of Education planning included realization that technology is a teaching/learning tool, not a panacea; rapid technology advances cause immediate obsolescence; technology utilization is most effective when user initiated; need exists for more communication, coordination, and cooperation between rural education practitioners, technology experts, and state and federal education agencies; and cost and educational effectiveness data regarding technology use are limited. Recommendations included reinvestigating programs identified during the project after 2 years; developing/fostering formal and informal communications mechanisms for sharing technology uses in rural education; continuing to work with other agencies which relate to rural living, education, and utilization of technologies; and encouraging rural user innovation development. The study's forms for requesting information, and on-site interviews are appended. (NEC)

strategies to assist teachers in the instruction of low performance areas. Appended are a statewide summary report and a sample school summary report.(JN)

ED 266 941 SE 046 453

Layton, David, Ed.
Studies in Science Education, Volume Nine, 1982.
Leeds Univ. (England). Centre for Studies in Science Education.
PUB DATE- 82
NOTE- 183p.; For volumes 4 and 6 in this series, see respectively ED 142 390 and ED 178 310.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; Demonstrations (Educational); Elementary Secondary Education; *Females; Mathematics Education; Policy; Preservice Teacher Education; *Science Education; *Science Instruction; *Secondary School Science; Technology
IDENTIFIERS- Great Britain; Mathematics Education Research; *Science and Society; *Science Education Research; Science Policy

Studies in Science Education is an international review of research for all who are interested in the educational dimensions of science. This issue contains these articles: "Teaching about Science, Technology and Society at the Secondary School Level in the United States. An Educational Dilemma for the 1980s" (Mary C. McConnell); Science Education for Citizens: Perspectives and Issues I: "Science, Technology and Society: Issues for Science Teachers" (P. James Gaskell); Science Education for Citizens: Perspectives and Issues, II: "Science and Technology Policy and the Democratic Process" (Dorothy Nelkin); "Men's Science, Women's Science or Science? Some Issues related to the Study of Girls' Science Education" (Catherine A. Manthorpe); "Girls and Mathematics and Science. An Annotated Bibliography of British Work (1970-1981)" (Donna M. Kaminski); and "Demonstration versus Small Group Practical Work in Science Education. A Critical Review of Studies since 1900" (R. M. Garrett and I. F. Roberts). Also included is a research study dealing with the early experiences of young teachers at the beginning of their career ("Training Teachers to Cope with the 'Reality Shock'" by T. Wubbels and others), a supplementary list of theses and dissertations submitted for higher degrees in

This yearbook responds to the growing recognition among mathematics educators of the importance of teaching and learning estimation. It makes a strong case for the importance of estimation in such domains as numerosity, computation, and measurement. An important theme is the interdependency between the process of estimating in a particular domain and the understanding of mathematical concepts within that domain. The yearbook is divided into five sections The first five articles provide the framework, emphasizing the usefulnes of estimation, necessary thinking strategies and mind-set, the need for mental computation as a corequisite for computational estimation, and the arithmetic of approximate numbers. Part 2 (articles 6-14) presents specific instructional activities, providing suggestions for teaching mental computation and different types of estimation in the primary grades and in the crucial areas of fractions, decimals, and percents. Part 3 (articles 15-21) stresses the variety of types and uses for estimation. Part 4 (articles 22-25) focuses on estimation in measurement, including teaching activities and mathematical topics for grades K-12. Finally, part 5 (articles 26 and 27) comprises a review of research on teaching and learning estimation and a discussion of some difficulties and recent progress in attempts to test students' ability to estimate. (MNS)

ED 266 955 SE 046 467

Ongley, Betty Lee
A Kit to Develop and Present a Math/Science Conference for Females in Middle School.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.
PUB DATE- 84
NOTE- 21p.
AVAILABLE FROM- Office for Sex Equity, Michigan Dept. of Education, P.O. Box 30008, Lansing, MI 48909 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Awareness; Career Choice; Conferences; Elementary School Mathematics; *Elementary School Science; *Equal Opportunities (Jobs); *Females; Intermediate Grades; Junior High Schools; Mathematics Education; Models; *Science Careers; Science Education; *Sex Fairness

A workshop on mathematics and science careers for girls was part of the various types of power and compliance structures presented in Etzioni's model, each film is analyzed separately. The paper also warns educators against taking compliance structures of the school or classroom for granted and suggests that educators (1) do not rely solely on coercive means to gain student compliance since conformity is purchased at the price of student alienation from the educator and all he/she represents, thereby preventing the internalization of the affective portions of the curriculum, (2) take heed of the student social system and its potential power over the behavior of its members, and (3) do not stray from the professional role of the educator who places student's welfare above his/her own. Teachers who confuse personal social goals with professional goals present students with conflicting expectations for performance, and may undermine the very objectives they are employed to attain. (LH)

ED 266 971 SO 016 800

Swaim, Ginalie, Ed.
Digging into Prehistoric Iowa.
Iowa State Historical Dept., Iowa City.
PUB DATE- Sep 85
NOTE- 25p.
AVAILABLE FROM- Iowa State Historical Department, 402 Iowa Ave., Iowa City, Iowa 52240 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; *Archaeology; Elementary Education; Folk Culture; Instructional Materials; Learning Activities; Map Skills; *Social Studies; *State History
IDENTIFIERS- *Iowa; Prehistoric Art

A theme issue of the Iowa State Historical Department magazine focuses on elementary readings and activities about prehistoric Iowa. The issue contains a total of 16 articles. In "History Makers," a ten-year-old recounts his family's discovery of a mammoth bone on their farm. "Imagine a Camping Trip Long Ago" looks at how the first people in Iowa survived in their natural environment. "Hunters and Gatherers" describes the foods people in prehistoric times ate. "A Map Game" applies symbol, direction, and scale skills to a prehistoric map game. "Mound Builders" and

ED 266 985 SO 016 929

Rosser, Sue V.
The Feminist Perspective on Science: Is Reconceptualization Possible?
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biological Sciences; *Females; *Feminism; Science Interests; Scientific Attitudes; Scientific Concepts; Scientific Research; *Womens Studies

Some feminists have become discouraged because the theoretical and conceptual changes leading to a feminist science have not yet occurred. A scheme has been developed which charts the phases through which the disciplines in the social sciences and humanities progressed before reconceptualization from the new scholarship on women transformed those disciplines. Application of this scheme to biology, the discipline within the sciences with the most activity regarding feminism and science, suggests that biology is only beginning to approach the phase of reconceptualization. The roots and form of a feminist science undoubtedly lie in the phases which we have completed; we may be on the threshold of discovering the framework of the feminist science. (Author)

ED 266 986 SO 016 938

Harris, Chauncy D., Ed.
Geographical Bibliography for American Libraries.
Association of American Geographers, Washington, D.C.; National Geographic Society, Washington, DC.
REPORT NO.- ISBN-0-89291-193-X
PUB DATE- 85
NOTE- 457p.
AVAILABLE FROM- Association of American Geographers, 1710 Sixteenth Street, NW, Washington, DC 20009 ($29.95 plus $2.50 postage and handling).

Influences; Units of Study
IDENTIFIERS- *Japan

Intended for use with students in grades 9-12, this collection of materials dealing with economics in Japan is based on and prepared from experiences and information gathered by a U.S.-Japan study trip. Materials focus on: (1) underlying values important to contemporary Japanese society, (2) Japan's rise from an "occupied country" (1945-1951) to an industrial giant in the world today, (3) the political economy of contemporary Japan, (4) the methods by which Japanese industry has developed its organizational structure, (5) those making economic decisions in and for Japan, (6) similarities in basic economic problems experienced by Japan and the United States, (7) potential economic problems with global implications, and (8) economic interdependence. The sources of information included in this packet are outlines of addresses delivered by persons from Japanese government and industry; extracts from Japanese publications, including organizational materials and newspapers; and articles from American newspapers, magazines, and books that are related to economics in Japan. Materials are organized under eight headings, each of which has a specific educational goal stated in the table of contents. (LH)

ED 267 000 SO 016 969

Gandy, Oscar H.; Coleman, Larry G.
After the Rainbow Fades: Black Students and the Jesse Jackson Campaign.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Political Science Association (81st, New Orleans, LA, August 29-September 1, 1985). For an earlier related paper containing the questionnaire, see ED 247 610.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Black Attitudes; Blacks; Citizen Participation; College Students; *Elections; Higher Education; *Mass Media Effects; *Political Campaigns; Political Science; *Politics; Public Opinion; Questionnaires; Social Science Research; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Jackson (Jesse); Media Role

This examination of black students' perceptions of Jesse Jackson

*Independent Study; Inservice Teacher Education; Program Design;
*Secondary School Teachers

A report is given on a program of fellowships, administered by the Council for Basic Education, for independent study in the humanities by high school teachers. Major and supplementary funding for the fellowships is provided by the National Endowment for the Humanities, the Andrew W. Mellon Foundation, and the Esther A. and Joseph Klingenstein Fund, Inc. Chapters are presented on: (1) governing precepts; (2) standards and requirements for candidates; (3) study plans; (4) applicant recommendation requirements; (5) review of applications; (6) administration; and (7) fellows. A fact sheet, with condensed information about the fellowship, is appended along with suggestions for making the most of the fellowships. (CB)

ED 267 015 SP 026 994

Sutton, Rosemary E.
The Relationship Between Dimensions of an Inservice Training Program, Intellectual Flexibility and Beliefs about Teaching.
PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Independent Study; *Inservice Teacher Education; Professional Continuing Education; *Teacher Attitudes

A study sought to develop a measure to assess educational self-direction of teachers in continuing education. A questionnaire with three dimensions of educational self-direction--closeness of supervision, routinization, and substantive complexity of work--was administered to supervisors, teachers, teacher aides, parent coordinators, social workers, and trainers. The questionnaire was derived from theory and research which explored the characteristics of various occupations and the relationship between these and the psychological functioning of employees. A description is presented of how the theory can be used to analyze the learning environments of teachers in continuing education. The development of the instrument is documented, and data related to the reliability and validity of the instrument is presented. The relationship between measures obtained from this instrument and two aspects of the

The Emporia State Model for Providing Research and Staff Development Services to Public Schools.
Emporia State Univ., KS. Center for Educational Research and Service.
PUB DATE- 24 Feb 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Higher Education; *Program Development; *Public Schools; *Research and Development Centers; *Staff Development; *Teacher Education
IDENTIFIERS- *Emporia State University KS

The purpose of the Emporia State University (Kansas) Center for Educational Research and Service is to provide research and staff development services to Kansas public schools. The Center was begun in 1982 to provide these services and to stimulate College of Education faculty to conduct research. Since 1984, the Center has expanded its mission. It now publishes materials for use by preservice students and field practitioners, miscellaneous reports and guides, and a journal of education. Specialized institutes provide both intensive training and follow-up services to field practitioners in curriculum development, staff development, and reading. The Center provides assistance with the preparation of grant proposals, and also gives annual awards to faculty members for exemplary teaching, service, and scholarship. Future goals of the Center include expanding it into the institute for Educational Excellence to provide more services to Kansas educators. (CB)

ED 267 033 SP 027 262

Benz, Carolyn R.; Newman, Isadore
Seventeen Teaching Competencies: Perceptions of First-Year Teachers.
PUB DATE- Oct 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

ED 267 049 SP 027 327

Jennings, Gerald L.; Lake, Marylyn E.
Preparing Leaders for Effective Staff Development.
PUB DATE- Feb 86
NOTE- 7p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; Elementary Secondary Education; Higher Education; *Program Development; *Staff Development; *Supervisory Training; Teacher Effectiveness; *Teacher Participation

The Eastern Michigan University Staff Development for School Improvement Program (SDSI) has involved over 25 school districts and 60 schools within the Detroit Metropolitan area since 1978. This program offers teachers a process for planning their own professional development, with a view toward improving the instructional environment and teacher effectiveness within their schools. The essence of the SDSI concept: (1) puts the emphasis on staff development in order to achieve school improvement; (2) focuses on needs as defined and addressed by teachers within their particular building; (3) provides structure and direction through a clearly defined six-step process; and (4) involves collaboration between the local district, the university, intermediate school districts, and the Michigan Department of Education. This paper describes the process of training selected faculty members to be leaders or facilitators of school-based projects. (JD)

ED 267 050 SP 027 332

Murphy, Linda B., Ed; Warger, Cynthia L., Ed.
Microcomputers and Teacher Education. OATE-OACTE Monograph Series No. 10.
Ohio Coalition of Teacher Education Organizations.; Toledo Univ.,

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Communicative Competence (Languages); *Curriculum Development; Educational Strategies; *Language Styles; Second Language Instruction; *Teaching Methods

Language classroom activities fall into three categories: (1) citation, or samples, intended to exemplify the language system; (2) simulation; and (3) replication, activities with a definite nonlinguistic outcome, with communicative success or failure measured by the outcome, not by the language output itself. Instruction that relies primarily on citation and simulation activities regards learning as additive, predictable, and controlled, and it regards language as a defined lexico-grammatical system. Only by making replication activities the basis of the methodology can more creative theories of learning and richer descriptions of language be incorporated. A possible replication methodology contains seven components: student performance (carrying out a task using the target language), observation, teacher input, student analysis of native speaker text, rehearsal, students' review of their performance, and some minimal practice of target language forms. The components can be combined in many ways, and they can involve written and spoken language, but they should be used only in conditions promoting accurate production. (MSE)

ED 266 667 FL 015 513

Richards, Jack C.
The Status of Grammar in the Language Curriculum.
PUB DATE- 85
NOTE- 21p.; In: Communicative Language Teaching. Selected Papers from the RELC Seminar (Singapore, April 23-27, 1984). Anthology Series 14 (FL 015 507).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); *Curriculum Development; Educational Strategies; *Grammar; *Language Proficiency; Language Research; Literature Reviews; Second Language Instruction; Teaching Methods
IDENTIFIERS- ACTFL ETS Proficiency Guidelines

Despite the impact of communicative approaches to language teaching methodology, most of the world's second language learners continue

IDENTIFIERS- Czechoslovakia; Finland; Norway; USSR; West Germany

Eighteen papers, 11 in English, and 6 in Finnish and 1 in German are presented on the general theme "Language--Knowledge and Skill," a theme that emphasizes the need to examine the communicative goal in foreign language education from the perspective of both theory and practice. The English-language articles on foreign language testing, following opening remarks at the Heinola seminar by Kalevi Pohjala include: "Criterion- referenced Testing in Foreign Language Teaching" (Sauli Takala); "Tests of Reduced Redundancy--Theory" (Christine Klein-Braley); "Tests of Reduced Redundancy--The C-Test, A Practical Example" (Raatz, Ulrich); "Testing Language Skills in the Norwegian Comprehensive School" (Lars Sigfred Evensen); "Effect of Mixing Ability Groups on Ability Levels Attained" (John H. A. L. de Jong); "Testing Communication Skills in Mixed-Ability Groups" (Viljo Kohonen); "On the Whys and Hows of Language Testing" (Torsten Lindblad); "Current Trends in FL Testing in Czechoslovakia and the Soviet Union" (Jan Prucha); "From Testing Research to Educational Policy: Introducing a New Comprehensive Test of Oral Proficiency" (Elana Shohamy, Thea Reves, Yael Bejarano); "Language Testing in German Schools--Theory and Practice" (Bernd Voss); and "The Teaching of Testing: Reliability, Validity, and All That Stuff" (Douglas K. Stevenson). (MSE)

ED 266 682　　　　　　FL 015 538

Takala, Sauli
Criterion-Referenced Testing in Foreign Language Teaching.
PUB DATE- 85
NOTE- 26p.; In: Language Testing in School. AFinLA Yearbook 1985. No. 41 (see FL 015 537). Document is in small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Criterion Referenced Tests; Educational Research; Elementary Secondary Education; Foreign Countries; Language Tests; Norm Referenced Tests; *Second Language Instruction; *Test Construction; *Test Reliability; *Test Use; *Test Validity

A review of literature serves as the basis for a discussion of various aspects of criterion-referenced tests. The aspects discussed are: teaching and evaluation objectives, criterion- and norm-referenced measurement, stages in construction of

Finally, Robert Keesey's paper covers "The School-Within-the-School Program of the State University College of New York at Potsdam: An Experimental, Interdisciplinary, General Education Core." A syllabus and required reading list for the 20 semester-hour freshman core are included. (SW)

ED 266 697 HE 018 832

Compendium of University Statistics, 1985 Edition = Compendium de statistique concernant les universites, edition 1984.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-88876-095-7
PUB DATE- 85
NOTE- 63p.; Document printed on colored paper.
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Canada K1P 5N1 ($4.00).
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Faculty; College Graduates; College Second Language Programs; College Students; *Degrees (Academic); *Enrollment Trends; *Expenditures; Financial Support; Foreign Countries; *Higher Education; Immersion Programs; Place of Residence; Population Trends; Research and Development; Student Characteristics; Unemployment
IDENTIFIERS- *Canada

Statistics on Canadian universities are presented in 31 tables in both English and French. The data cover: total population and age group 18-24 by province for 1971, 1976, 1981, and 1984; full-time enrollment rates by educational level; graduation rates for secondary schools, community colleges, and universities; enrollments in second language immersion programs by province and grade, 1984-1985; unemployment rate by educational attainment, annual averages, 1978 to 1984; university enrollment by registration status, sex, age, citizenship, and province; full-time university enrollment by home province and province of study; undergraduate and graduate enrollment by registration status and sex; full and part-time visa students by continent and selected countries; degrees, diplomas, and certificates by field, province, sex, and level; average tuition fees for full-time students by province; full-time teachers in universities by rank, sex, field, and region (excluding Quebec); salaries of full-time teachers in

Levy-Reiner, Sherry, Ed.; And Others
Strenthening the Connection between Campus and Business.
Association of American Colleges, Washington, D.C.
PUB DATE- Jan 86
NOTE- 23p.
AVAILABLE FROM- Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agribusiness; *Business Administration Education; *Career Education; College Programs; Continuing Education; Cooperative Programs; Economic Development; *Education Work Relationship; Hearing Impairments; Higher Education; Industry; International Trade; *Liberal Arts; *Management Development; Mathematical Models; *School Business Relationship
IDENTIFIERS- Albion College MI; Concordia College at Moorhead MN; Gallaudet College DC; Loretto Heights College CO; Scripps College CA; University of Houston Clear Lake TX; University of Louisville KY; University of Missouri Columbia; University of New Hampshire; University of Puget Sound WA

The benefits of campus-business cooperation to undergraduate education is considered. Descriptions of programs at 11 colleges are provided, along with an essay by Ernest A. Lynton on the role of liberal arts in career preparation and employee education. In addition to briefly describing liberal arts courses focusing on business, the following programs/activities are discussed: Albion Colleges's Liberal Arts Program in Professional Management; Concordia College at Moorhead's international business program; Gallaudet College's efforts to educate employers and co-workers about hearing-impaired students; University of Houston, Clear Lake's involvement in economic development with regional corporate/industrial and government sectors; Loretto Heights College's Program in Business; University of Louisville's emphasis on the value of a liberal education through its College-Business Cooperative Program; University of Missouri, Columbia's programs that stress ties between agriculture and business; University of New Hampshire's continuing education programs that respond to state needs; University of Puget Sound's Business Leadership Program, Scripps College's Corporate Training for Liberal Arts Women; and Towson State University's efforts to solve business problems with mathematical models. An annotated bibliography is included. (SW)

Kedney, R.

Wirral Education Authority F. E. Management Audit Studies: 1983-84. Register Group Sizes and Student Retention Rates. Coombe Lodge Case Study. Information Bank Number 1972.

Further Education Staff Coll., Blagdon (England).
PUB DATE- Apr 84
NOTE- 27p.
AVAILABLE FROM- Librarian, Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG, England.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Class Size; *College Attendance; Databases; Departments; *Enrollment Trends; Foreign Countries; Higher Education; *Management Information Systems; Program Administration; Recordkeeping; Registrars (School); *School Registration; Small Classes; Standards
IDENTIFIERS- *England

The management of course registration by Wirral Education Authority in England is discussed, along with the relationship of course size and student retention. After providing background information on the control of course size, standards set by Wirral are specified. Data on initial registrations and attendance levels as measured three or four times during the academic year are assessed starting in 1979. Registration and attendance by field of study are also considered for 1980-1981. For the 1981-1982 academic year, data are shown for groups starting with less than 12 students. In 1982 all further education provision in Wirral were reorganized into a single structure with 11 departments. Analysis of registers for 1982-1983 has provided a departmental record of beginning enrollments as of November 1. In identifying retention levels the fourth from the last meeting of every register is used as the critical benchmark. Retention ratios are calculated using maximum enrollments and the fourth from the last meeting enrollments. Average class sizes for 11 departments are reported for 1982-1983. It is concluded that the review process has strengthened the database by clarifying terms of reference and improving recordkeeping. Personnel and financial implications are discussed. (SW)

A bibliography on education of physicians for primary care is presented, based on a search of the "Index Medicus" primarily for the period 1971-1983. Selected articles from 1984 are also included. The approximately 60 references are listed alphabetically by the lead author's surname. A major feature of the bibliography is the keywording of each reference to provide markers regarding the content of individual articles. A description of the keywording system and a display of the keywords and their groups are included. The keywords are probably best used in a computer or word processor system where they can be sorted. There are 34 keywords, placed into six groups chosen for commonality within each group (sample keywords in parentheses): (1) level (student, resident), (2) field (Internal Medicine, Pediatrics), (3) curriculum (Geriatrics, Behavioral Science), (4) sites (hospital inpatient, preceptorship), (5) issues (faculty, financing), and (6) manpower (career choices, minorities). (SW)

ED 266 737 HE 019 107

Clare, F. Lawrence, Comp.
A Bibliography on Financing the Education of Physicians for Primary Care.
Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Medicine.
PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Costs; Delivery Systems; Financial Support; *Health Insurance; Higher Education; Medical Education; Medical Services; *Medical Students; *Physicians; *Primary Health Care; Student Costs; *Student Financial Aid; Teaching Hospitals
IDENTIFIERS- *Third Party Reimbursements

A bibliography on financing the education of physicians for primary care is presented, based on a search of the "Index Medicus" primarily for the period 1971-1983. Selected articles from 1984 are also included. The approximately 65 references are listed alphabetically by the lead author's surname. Selected periodical articles have been grouped into five specific subject areas: primary care, costs and financing in educational settings, ambulatory care costs and financing, medical practice plans, and third parties and reimbursement. The remainder of the articles are located in the general bibliography. A selected list of nonperiodical references is also provided. (SW)

of Postsecondary Education, July 1, 1984-June 30, 1985.
North Dakota State Board of Higher Education, Bismarck.
PUB DATE- Dec 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; Degrees (Academic); *Enrollment Trends; Fees; Intellectual Disciplines; Majors (Students); *Noninstructional Student Costs; Out of State Students; *Postsecondary Education; Private Colleges; State Colleges; State Surveys; Student Certification; *Tuition; Two Year Colleges
IDENTIFIERS- *College Costs; *North Dakota

Information on degree and certificate programs and the rate of student completions for fiscal year 1984-1985 at North Dakota postsecondary institutions is presented. Information is categorized by program level and by type of institution. For the two- and four-year institutions, the chief administrator is identified. Data are provided on tuition (for full- and part-time resident and nonresident students), fees, room and board fees for the 1985-1986 academic year, and highest level of program offerings. Information is also provided for state-supported institutions, private institutions, and community colleges on: 1- and 2-year program offerings by subject, bachelor's degree offerings by subject; and master's and doctoral degree program offerings by subject. In these tables the type of graduate program is identified: master of science, specialist, Ph.D. or doctorate in education (Ed.D.), and professional. In addition, for public and private institutions, statistics are presented on the number of students completing programs at each educational level by subject area. (SW)

ED 266 751　　　　HE 019 135

Roberts, David, Ed.
Teaching Externally: Lecturers' Viewpoints. Occasional Paper 6.
Riverina-Murray Inst. of Higher Education, Wagga Wagga (Australia).
REPORT NO.- ISBN-0-949060-45-3
PUB DATE- Feb 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

Facts about Maryland's School Library Media Programs, 1984-85.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE- 85
NOTE- 488p.; For the 1982-83 report, see ED 254 240. Document contains small print.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *County School Districts; Elementary Schools; Elementary Secondary Education; *Learning Resources Centers; *Library Collections; Library Expenditures; Library Personnel; Library Standards; *Library Statistics; Private Schools; Public Schools; *School Libraries; Secondary Schools; State Departments of Education; *State Standards; Tables (Data)
IDENTIFIERS- *Maryland

This collection of statistical data on Maryland school library media programs is designed to assist local educational agencies in examining their library media collections and staff according to the recommendations in Criteria for Modern School Library Media Programs. The data are arranged alphabetically by local educational agencies, and the listing for each agency includes four tables: (1) school library media collections; (2) school library equipment collections (3) number and percentage of items by school for meeting state criteria for school library media collections; and (4) number of schools meeting state criteria for staffing of school library media centers. In addition, total state tabulations are presented on system level professional library media centers for five categories: grand total collection; print collection; nonprint collection; equipment; and library media center professional and support personnel. The expenditures for textbooks and library resources are included to indicate amounts spent and the variance between institutions. The nonpublic schools have only the school library media center collection listed, and are arranged by local educational agency. (JB)

secondary (85%) schools. Approaches to evaluating, acquiring, distributing, and storing software varied greatly. Three areas of teacher training needs emerged as important: computer literacy, "hands-on" time with the computer, and assistance with software evaluation. Sample innovative projects, a list of "computer experts," and a 24-item list of suggested readings are included. Appendices contain sample school and teacher surveys. (JB)

ED 266 778 IR 051 412

Walne, Peter, Comp.
Guide to the Archives of International Organizations. Part II.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-85/WS/18
PUB DATE- Aug 85
NOTE- 141p.; For Part 1 (Preliminary Version), see ED 188 592; for Part 3, see IR 051 449.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Archives; *Government Publications; Information Sources; International Cooperation; *International Organizations; International Programs; *Library Collections; National Libraries; *Public Officials; Resource Materials
IDENTIFIERS- *United Nations

This compilation forms Part II of the guide according to the plan conceived by a working party of the Section of Archivists of International Organisations of the International Council on Archives in 1974-1975. The directory provides access to national and other archive and manuscript repositories that maintain the archives of international organizations and former governmental and organizational officials. Information was gathered through three channels: a circular letter accompanied by a questionnaire addressed to institutions meeting certain criteria and inviting their participation in the project; a request contained in the circular letter seeking cooperation of these individuals in making the project known to other repositories within the recipient's country known or believed to hold relevant materials; and by direct approach to repositories known, understood, or believed to hold relevant materials as discovered from a wide range of pinted sources. An international organization is defined as an organization established under international aegis for the composed of 50 librarians including 20% administrators, 20% educators, and 60% public services librarians. Speakers from a number of disciplines including sociology, psychology, criminal justice, and marketing presented librarians with information and concepts to assist them in evaluating and redesigning library environments. This document includes an institute schedule, objectives and themes of the institute, and transcriptions of selected presentations. (Some papers were omitted either because the topics have been well covered in the literature since the institute or because the presentations relied heavily on visual support materials.) Papers presented here include: (1) "Anticipating Needs of Users" (Edward P. Miller); (2) "A Marketing Approach to 'Selling' Service" (John P. Dunn); (3) "Environmental Psychology: Factors in Library Environments" (William H. Ittelson); (4) "Personal Space and Facilities Usage" (Robert Sommer); (5) "Deviant Behavior in the Library" (Dale Welch); (6) "Architectural Approaches to Design and Behavior" (Nancy McAdams); (7) "Needs of Handicapped Users and Recent Legislation" (Alex John, Jr.); and (8) "Question-Negotiation at the Reference Desk: (Judith Braunagel). A wrap-up session including selected participant questions and comments has been included in the transcriptions. (THC)

ED 266 792 IR 051 447

Wisconsin Interlibrary Loan Guidelines. Third Edition. Bulletin No. 6212.

Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- 85

NOTE- 29p.; For the first and second editions, see respectively ED 196 446 and ED 234 788.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Academic Libraries; Guidelines; *Interlibrary Loans; *Library Cooperation; Objectives; Public Libraries; *Regional Cooperation; School Libraries; *Shared Services; Special Libraries; Statewide Planning

IDENTIFIERS- *Multitype Library Networks; Resource Sharing; *Wisconsin

This third edition of guidelines for interlibrary lending in Wisconsin outlines the responsibilities of borrowing and lending libraries; the operating assumptions, principles, and goals of the subject access, browsing, and display in an OPAC; (4) obtain participating libraries' bibliographic records in classification areas of interest; (5) index each library's bibliographic records in ways characteristic of online catalogs; (6) design, test, and implement software to provide subject access, browsing, and display of the DDC in the OPAC; and (7) design, pretest, and refine research design, experimental procedures, post-search interview instruments, and sample searches. Numerous appendices include a version of the Dewey Online Catalog for review, lists of reviewers, their comments, and questionnaires and worksheets. (THC)

ED 266 806 IR 051 461

McLaughlin, Pamela, Comp.
Information Resources on End-Users and Online Searching. A Selected ERIC Bibliography.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 3p.
AVAILABLE FROM- Eric Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *Databases; Higher Education; Library Personnel; *Library Services; Microcomputers; *Online Searching; *Online Systems; *Reference Services
IDENTIFIERS- *End Users

The 15 articles on end-users and online searching that are annotated in this bibliography were published during 1984 and 1985 and cited in Current Index to Journals in Education (CIJE) and Resources in Education (RIE). The documents and articles cover a variety of issues and perspectives including: criteria for implementation of end-user online search services in academic libraries; alternatives to the Boolean system that enable users of online bibliographic databases to obtain their required level of performance at lowest cost; the changing role of the librarian in online searching; the impact of end-user searching on library staff

ED 266 819 JC 860 106

Fact Book 1985: University of Hawaii Community Colleges.
Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Programs; College Role; *Community Colleges; Degrees (Academic); *Educational Finance; Educational Objectives; Enrollment; *Enrollment Trends; State Surveys; Student Characteristics; Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Hawaii

Descriptive and statistical information is presented for the University of Hawaii's (UH's) community colleges and Employment Training Office. The first sections of the fact book examine the mission of Hawaii's community colleges and their administrative organization. Next, an overview is presented of the community college system, providing brief profiles of students, faculty, student services, continuing education, and other services and programs. A series of figures and graphs is presented next, covering: (1) undergraduate enrollment by University of Hawaii unit; (2) lower division enrollment in Arts and Sciences/General and Pre-professional programs by UH unit; (3) total community college enrollment by program area; (4) community college system general funds allocation, fiscal year 1984-85; (5) programs offered by campus; (6) enrollment by degree status; (7) degrees awarded, 1983-84 academic year; (8) selected student characteristics (i.e., full-/part-time attendance status, ethnic background, and gender); and (9) selected faculty characteristics (i.e., instructional area, highest degree, full-/part-time status, and tenure status). The final section of the fact book provides a brief description of each campus, along with program enrollment, general funds allocation, and student and faculty characteristics data. (EJV)

ED 266 832 JC 860 124

Terminology Manual, 1984-1985. Delta College Parent Awareness. Developmental Disabilities/Parent Awareness Program.

Delta Coll., University Center, MI. Allied Health-Community Affairs.

SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.
PUB DATE- 86
NOTE- 89p.; For other manuals in this series, see JC 860 120-123.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Community Colleges; Definitions; *Developmental Disabilities; *Disabilities; Emotional Disturbances; Handicap Identification; Hearing Impairments; Mental Retardation; Multiple Disabilities; Parent Education; *Special Education; Two Year Colleges; Visual Impairments

This manual provides definitions of terms related to developmental disabilities and special education. The first section focuses on categorical areas of impairment, defining concepts such as educable mentally impaired, trainable mentally impaired, severely mentally impaired, severely multiply impaired, hearing impaired, visually impaired, physically and otherwise health impaired, speech and language impaired, emotionally impaired, and learning disabled. The next sections contain definitions of commonly used special education terms; and explanations of professional jargon and cryptic statements, including terms commonly used in connection with emotional, hearing, mental, physical, and visual impairments and learning disabilities. Subsequent sections explain common and clinical abbreviations and symbols; provide the names and addresses of relevant associations, organizations, and Michigan-based parent advocacy groups; list parent awareness program books; and cite reference books, journals, and audiovisuals dealing with particular disabilities. A bibliography is included. (LAL)

(For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Caregivers; Child Development; Childhood Needs; *Child Rearing; *Infants; Interpersonal Competence; Language Acquisition; Learning Activities; Newsletters; *Parent Child Relationship; *Parent Education; Residential Care; Social Behavior; Stress Variables; *Toddlers
IDENTIFIERS- Demonstration Infant Program; Hungary; *Loczy Model of Infant Care

This collection of papers describes a way of viewing and caring for infants. Part I begins with practical suggestions for parents on such topics as loving, quality time, and day care centers. Part II explores Magda Gerber's work with Dr. Pikler, the Loczy Model of infant care, respecting infants, the Demonstration Infant Program, language development, appropriate curriculum for infants and toddlers, and stress and distress. Part III begins with speeches and articles by Emmi Pikler, M.D., who directed the work of the National Methodological Institute for Residential Nurseries in Budapest, and also contains papers by various members of Dr. Pikler's staff. Discussed are 25 years of observing infants in a residential center, promotion of optimal development in infant care centers, modern forms of hospitalism, developmental schedules stimulating adult educational attitudes, the examination of the social contacts of infants and young children reared together, basic conditions of and importance of person-oriented adult-child relationships, and feedings as one of the main scenes of the adult-child relationship. Appendices include announcements of eight "Loczy" films on infancy and a film series depicting examples of selective intervention and teaching adults to observe infants. The document also includes a description of the Resources for Infant Educarers organization and its short courses for child care professionals. (RH)

ED 266 846 PS 015 609

Nutritional Management of Acute Diarrhea in Infants and Children.
National Academy of Sciences-National Research Council, Washington, D.C. Food and Nutrition Board.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 85
NOTE- 51p.
CONTRACT- AID-ta-C-1428
GRANT- DAN-0262-G-SS-4086-00

Early Childhood Special Education Skill and Knowledge Assessment.
Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
PUB DATE- 3 Oct 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Disabilities; *Educational Needs; Inservice Teacher Education; Preschool Education; *Preschool Teachers; Rating Scales; Self Evaluation (Individuals); *Special Education; State Surveys; *Teacher Attitudes; Teacher Education; *Teaching Skills
IDENTIFIERS- *Illinois; *Teacher Knowledge

A follow-up to a September 1985 survey of Illinois teachers of 3- to 6-year-old handicapped children, these rating scales are designed to determine more specifically the perceived knowledge and skill needs of a random sample of teachers of young handicapped children. Information obtained from the rating scales are to be used by the Illinois State Board of Education for statewide inservice planning and feedback to teacher education programs throughout the state. A variety of teaches' views of knowledge/skill areas is assessed according to three criteria: (1) the importance of knowledge/skill area in the teacher's current position, (2) its importance to teacher's role in an ideal program, (3) the teacher's present level of competence. The main knowledge/skill areas included in the rating scales are the following: foundation knowledge; planning/organizing programs for children; delivering services to children; delivering services to families; team participation and leadership; and professional characteristics. (DST)

ED 266 861 PS 015 657

Child Care: The Emerging Insurance Crisis. Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session (Washington, DC, July 18 and July 30, 1985).
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 86
NOTE- 215p.; Some pages have small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-060-82-4, $4.50).

references. (DST)

ED 266 875 PS 015 680

Piel, John A.
Paradigmatic Speech and Its Relation to Childhood Behavior.
PUB DATE- 7 Oct 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Idaho Council of the International Reading Association Fall Conference (Rexburg, ID, October 3-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Behavior Change; *Child Language; Language Acquisition; *Maturity (Individuals); Primary Education; Responses; Self Control; Sex Differences; Social Differences; *Verbal Communication; Young Children
IDENTIFIERS- Florida; Nancy Ernie Aggression Test; Paradigmatic Syntagmatic Language List

This study ascertained the relationship between language maturity and mode of aggressive expression. More than 100 second and third grade children from Tallahasee, Florida schools took an apperceptive aggressive test to determine aggressive modality and then completed a portion of the Paradigmatic-Syntagmatic Language List to assess language maturity. This study was designed to test the following hypotheses: (1) there is a significant negative relationship between language maturity and physical mode of aggression when sex and social class are held constant, and (2) there is a significant positive relationship between language maturity and verbal mode of aggression when sex and social class are held constant. Results indicated that physically aggressive children selected the physical mode regardless of sex or social class, refuting previous research in the area of aggressive behavior. The best predictor for physical aggressive expression appeared to be language immaturity. Additionally, the results indicated that verbal aggression may be the result of language maturity although its predictability was not as strong as physical aggression. In the case of verbal aggressive expression, sex was the single best predictor. (DST)

Collected Works - Proceedings (021)

DESCRIPTORS- Cross Cultural Studies; Cultural Awareness; Cultural Differences; *Cultural Interrelationships; Culture Conflict; Culture Contact; Ethnic Bias; Ethnic Relations; *Ethnocentrism; Foreign Countries; *Migrant Children; *Migrant Education; Migrants; *Multicultural Education

IDENTIFIERS- *Belgium; Council of Europe (France)

This report summarizes comments of 10 researchers on topics relevant to intercultural education in Western Europe. The two-day seminar was organized by the French Commission for Culture in Brussels, the General Confederation of Teachers, and the Socio-Cultural Centre for Migrants in Brussels to bring research insights to Belgian educators involved on a daily level with high concentrations of foreign pupils. Reasons were given for slow development of intercultural education in Belgium, including opposition to learner-centered instruction, fear of lowered standards, and prejudice toward foreign teachers. Dangers of paternalism and segregation in poorly designed intercultural education were discussed. Migrant education efforts of the Council of Europe's Council for Cultural Cooperation were reviewed. Cultural characteristics of migrant children were explored with an emphasis placed on respecting differences in codes which regulate daily behavior. Psychoanalytic theories concerning interculturalism based on the work of Jacques Lacan were explained and the importance of the social link and recognition of effort were stressed. The role of language in cultural distinction and assimilation and the importance of allowing members of all groups to build their own family and community sagas were explained. Questions and statements by seminar participants and audience during a round-table discussion are recorded. (LFL)

three areas of knowledge about communities, each with background information, suggestions for group learning activities, and discussion of possible outcomes for each activity. Part 1, "What Is a Community?" emphasizes the bonds that are essential to a community. Learning activities include naming communities that do not share a geographical location and identifying the bonds that unify these groups. Activities in Part 2, "Assessing Your Community," ask participants to describe how they feel when they think about trying to improve their community, to describe the community from the perspective of various groups (mothers, elders, firemen, school board members, etc.), and to identify the numerous sub-groups to which they belong. The focus of Part 3, "Helping Your Community," is the unifying forces in communities and the role of influential members. The learning activity has participants identify influential community members and their spheres of influence. (JHZ)

ED 266 902 RC 015 617

Bagby, Jane; And Others
Education and Financial Resources in Appalachian Kentucky. Appalachian Data Bank Report #2.
Kentucky Univ., Lexington. Appalachian Center.
SPONS. AGENCY- Chessie System, Cleveland, OH.
PUB DATE- Sep 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Coal; Community Attitudes; Comparative Analysis; County School Districts; *Differences; Economically Disadvantaged; *Economic Factors; *Educational Finance; *Educational Quality; Elementary Secondary Education; Equal Education; Expenditure per Student; Poverty Areas; Regional Characteristics; Rural Areas; *Rural Education; Tax Allocation; Trend Analysis
IDENTIFIERS- *Appalachia; *Kentucky

A review of studies conducted from 1973-1984 shows continuing inequalities between rural Appalachian and non-Appalachian school districts in Kentucky, particularly in the areas of expenditures, sources of revenue, and holding power. The gap between Appalachian and non-Appalachian school systems in per pupil expenditures and

ED 266 915 RC 015 639

Kleinfeld, Judith S.; And Others
Alaska's Small Rural High Schools. Are They Working? ISER Report Series No. 58.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.; Alaska Univ., Fairbanks. Inst. of Social and Economic Research.
REPORT NO.- ISBN-0-88353-038-4
PUB DATE- Dec 85
NOTE- 176p.; For the abridged edition, see ED 264 989.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Alaska Natives; *American Indian Education; Boarding Schools; College Preparation; Community Schools; Definitions; *Educational Quality; *Educational Strategies; Eskimos; High School Graduates; *High Schools; Program Evaluation; *Rural Education; Rural Schools; School Community Relationship; Secondary School Curriculum; *Small Schools; Transitional Programs; Vocational Education
IDENTIFIERS- *Alaska

Interviews with principals and school board presidents, site surveys of 32 randomly selected schools, achievement test scores, and in-depth studies by educators provided data describing educational programs, identifying educational problems, and revealing strategies to strengthen the 162 small rural high schools located in Alaskan communities of fewer than 1,000 residents and serving less than 100 students (mostly Eskimo and American Indian). Findings indicate: (1) most communities want village high schools as well as boarding school options; (2) replacement of boarding schools with village high schools has resulted in dramatically increased graduation rates; (3) high school size does not determine the quality of students' educational experiences or achievement on standardized tests; and (4) schools that are working well exhibit a strong teacher/community partnership, teacher/community agreement on a theme for the educational program, an enterprising teaching staff, and a central office that encourages adapting schooling to local needs. Successful strategies have been developed to increase course and teacher variety, provide vocational education, prepare students for college, raise achievement test scores, teach students about the outside world, and help rural students through the transition to adulthood. Tables provide statistics on curricular offerings, extracurricular activities, staffing, facilities, academic achievement, and vocational education. (NEC)

Bertolami, Cheryl
Effects of a Wilderness Program on Self-Esteem and Locus of Control Orientations of Young Adults. Summary of Thesis.
PUB DATE- 81
NOTE- 11p.; Paper presented at the Annual Canadian Conference on the Application of Curriculum Research (6th, Winnepeg, Manitoba, Canada, November 26-27, 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Delinquency; Delinquent Rehabilitation; Discovery Learning; Experiential Learning; *Locus of Control; *Outdoor Education; Personality Change; Self Concept; *Self Esteem; *Self Evaluation (Individuals); Youth
IDENTIFIERS- *Outward Bound; Wilderness Education Programs

Quantitative data and descriptive data (written self-evaluation and journal entries) were collected from young adults participating in a standard 26-day Outward Bound course during a quasi-experimental control group design experiment to determine the degree to which participation in a high risk wilderness program leads to self-discovery, associated with changes such as increased feelings of self-worth and self-reliance. Results showed significant increases in self-esteem and self-assertion for male and female participants. Females decreased in their belief that events were controlled by powerful others and chance, while males increased in internal locus of control orientations. Results lead to the conclusion that the structured wilderness experience provides an important medium for enhancing the personal development of young adults. Descriptive results revealed components of the process of change associated with participation in a wilderness program. Changes in self-esteem and personal control were attributed to successful accomplishment of difficult activities, supportive group environment and intense personal interactions, wilderness environment, and increased self-awareness which included recognition of both strengths and weaknesses leading to a more realistic self-image. (NEC)

British universities (1979-80), and a book review. (JN)

ED 266 942 SE 046 454

Waddington, D. J., Ed.
Teaching School Chemistry.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102131-1
PUB DATE- 84
NOTE- 392p.
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Curriculum Development; *Educational Trends; Evaluation Methods; Futures (of Society); Higher Education; High Schools; Inservice Teacher Education; Laboratory Safety; Preservice Teacher Education; Science Course Improvement Projects; Science Education; Science Experiments; *Science Instruction; *Secondary School Science; Student Evaluation; *Teacher Education; *Teaching Methods
IDENTIFIERS- Science Education Research; Unesco

This eight-chapter book is intended for use by chemistry teachers, curriculum developers, teacher educators, and other key personnel working in the field of chemical education. The chapters are: (1) "The Changing Face of Chemistry" (J. A. Campbell); (2) "Curriculum Innovation in School Chemistry" (R. B. Ingel and A. M. Ranaweera); (3) "Some Methods in Teaching Chemistry" (A. Kornhauser), focusing on the investigative method, problem-solving, structuring of chemical knowledge, and pattern recognition; (4) "Practical Work and Technology in Chemical Education: Three Aspects" (M. H. Gardner, J. W. Moore, and D. J. Waddington); (5) "Assessments of Students" (J. C. Mathews), including methods for assessing laboratory work; (6) "Education and Training of Teachers" (A. V. Bogatski, D. Cros, and J. N. Lazonby), considering preservice training, inservice education and training, curriculum development in teacher education and training, and courses for chemistry teachers leading to further qualification; (7) "Current Research in Chemical Education" (J. Fensham); and (8) "The Future" (M. H. Gardner). (JN) an effort to remediate the effects of past sex bias on females' career and vocational choices. A model for organizing and conducting a conference with emphasis on careers for women in math and science is offered for educators in this publication. The guide includes: (1) planning tips (outlining preparatory procedures); (2) proposal and budget development (reviewing essential program components); (3) workshop do's and don't's (offering suggestions to insure program effectiveness); and (4) conference materials (providing examples of survey forms, workshop agenda, announcement letters and other communications, and evaluation sheets). (ML)

ED 266 956 SE 046 468

Potter, Paul Edwin
South America and a Few Grains of Sand. Part 1: Beach Sands.
PUB DATE- 86
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Research/Technical (143)
DESCRIPTORS- *Geology; Higher Education; *Marine Education; Mineralogy; *Oceanography; Physical Environment; *Physical Geography; *Plate Tectonics; Scientific and Technical Information; Scientific Research
IDENTIFIERS- *Beaches; *South America

Continental geology and tectonics are explored through this study of modern beach sands of South America. This report assesses how well petrographic studies of sandstones can recreate continental geography. Data on the petrography of 218 modern South American beach sands are presented and analyzed. The five major mineral associations of light minerals that exist along South America's coastline are explained in relation to both the petrographic data and to onshore geology. Study results support the premise that the five mineral associations that were specified by the proportion of rock types and average values are rich in interpretive significance and can provide a basis for further inference on the tectonics and geography of a continent. Appendices include sand location lists and complete petrographic data of beach and river sands. Descriptive figures and tables are also provided. A three-page list of references is included. (ML)

"Pottery Makers" describe homes and crafts of prehistoric times. "Be a Prehistoric Potter" describes techniques for making pottery the way early people did. "Good Times" tells about early games while "Early Farmers" looks at farmers in Iowa around the year 1000 A.D. "Prehistoric Iowa Means Before Written Records" describes how archaeologists and anthropologists learn about early humans without the benefit of written records. "Chart an Artifact" is an activity which teaches children how to analyze an object. "The People of Iowa" describes the Mesquakie Indians. A "Teacher's Scrapbook" outlines a follow up activity for field trips. Finally, a "History Mystery" requires students to analyze a photograph. (LP)

ED 266 972 SO 016 838

Activities of the Unesco-UNEP International Environmental Education Programme (1975-1983).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
REPORT NO.- ED.84/WS/36
PUB DATE- 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - General (130)
DESCRIPTORS- Annotated Bibliographies; *Environmental Education; *Environmental Research; Environmental Standards; International Cooperation; International Organizations; *International Programs; Pilot Projects; Professional Training; Resource Materials; *Training Methods; Workshops
IDENTIFIERS- *International Environmental Education Programme

Activities of the International Environmental Education Programme (IEEP) between 1975 and 1983 are outlined in this booklet, which is organized into two major sections. Section I presents principle long-term objectives and describes three phases of activity: the development of a general awareness of the necessity of environmental education; the development of concepts and methodological approaches in this field; and efforts for incorporation of an environmental dimension into the educational process of Unesco member states. In section II, projects, workshops, and publications of the IEEP are listed and appraised in terms of four principal areas: (1) exchange of information and experience; (2) research and experimentation, including studies, surveys, pilot projects, and research activities; (3) training of personnel, including international, regional, subregional, and national training workshops; and (4) educational materials and publications, including teacher-training modules in environmental education and guides on environmental education methodologies. (LH)

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Atlases; Conservation Education; *Geographic Concepts; *Geographic Regions; *Geography; Geography Instruction; History; *Human Geography; Maps; Oceanography; *Physical Geography; Resource Materials; School Libraries; World Geography

The purpose of this extensive annotated bibliography is to assist libraries in the United States, Canada, and other countries to identify, select, and secure publications of value in geography that are appropriate for the purposes and resources of each library collection. More than 2900 entries, published between 1970 and 1984, are arranged by general categories with numerous subdivisions: general aids and sources; history, theory, methodology, and geography; the physical geography; the human geography; applied geography; regional geography; and publications suitable for school libraries. Although publications in other languages have not been excluded, works in English have been emphasized. Basic information provided in each entry includes author, title, place of publication, publisher, publication date, number of pages, identifying numbers, price, Library of Congress card number, and a brief annotation. Where appropriate, translation information including translator and original language are provided. (LH)

ED 266 987 SO 016 940

Wooster, Judith S.
Halfway Around the World Last Week.
PUB DATE- 81
NOTE- 113p.; Eight pages containing illustrations are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Behavioral Objectives; Childrens Literature; *Cross Cultural Studies; Elementary Education; *Global Approach; Inservice Teacher Education; Instructional Materials; Learning Activities; Skill Development; *Social Studies; Units of Study
IDENTIFIERS- *Japan

and his campaign for the presidency found student perceptions to be increasingly favorable throughout the 1984 campaign. Three independent samples of undergraduate students in 22 speech classes at a predominantly black university were drawn before, during, and immediately after the November general election. Self-administered questionnaires recorded student assessments of Jackson, his campaigning organization, the breadth of his appeal, and his treatment in the press. Credibility was measured as an additive index composed of assessments of honesty, intelligence, experience, articulateness, and knowledge of foreign affairs. Primary factors examined as sources of variance in perceptions were newspaper reading, television viewing, interest in politics, involvement in the Jackson campaign, sex, and grade level. Involvement in the campaign was the most important contribution to variance in all three sample periods. Media use is seen to influence perceptions primarily through its influence on interest and participation, although television news viewing maintained an independent path to credibility in the pre- and mid-primary samples. (LH)

ED 267 001 SO 016 971

MacGregor, Molly Murphy; And Others
History Revisited: National Women's History Week: A Multi-Cultural Infusion Model.
National Women's History Project, Santa Rosa, CA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 85
NOTE- 91p.
AVAILABLE FROM- National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95492 ($75.00 for this facilitator guide and accompanying filmstrip/cassette, 10% postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Cultural Awareness; Elementary Secondary Education; *Females; *History Instruction; *Inservice Education; Instructional Materials; Interdisciplinary Approach; Lesson Plans; Models; *Multicultural Education; Resource Materials; Textbook Bias; *United States History; Units of Study; *Womens Studies
IDENTIFIERS- *National Womens History Week Project

psychological functioning of teachers--intellectual flexibility and beliefs about teaching--are discussed. (CB)

ED 267 016 SP 027 026

A Study of Parks and Recreation Departments in Virginia. Thirteenth Annual Edition (for fiscal year 1984-1985).
Virginia State Dept. of Conservation and Historic Resources, Richmond.
PUB DATE- 86
NOTE- 80p.; Portions printed on colored paper. Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Parks; Program Budgeting; *Program Development; *Recreational Facilities; *Recreation Finances
IDENTIFIERS- *Virginia

Information in this booklet was obtained from a survey questionnaire completed by individual municipal parks and recreation agencies throughout the Commonwealth of Virginia. An overview is presented of parks and recreation agencies in the state with respect to such issues as budget strategies, personnel, use of volunteers, salaries, citizen involvement, etc., and trends are identified which affect the delivery of park and recreation services to citizens throughout the state. Statistical data are displayed in tables and a brief summary of results is provided. (JD)

ED 267 017 SP 027 037

Toward Excellence in Teaching. Intern Mentor Program.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Nov 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Program Attitudes; *Program Effectiveness; *Teacher Attitudes; *Teacher Education Programs

A study (conducted as part of the Teacher Education Redesign Project, University of Akron) determined the perceptions of first year teachers regarding their preservice preparation. Perceptions of the strengths and weaknesses of teacher training programs were sought pertaining to 17 competencies that were collected during follow-up studies of 233 graduates. The three areas that first year teachers felt most comfortable in were (in decreasing order): (1) writing and using lesson plans; (2) knowledge of subject matter; and (3) teaching reading. The three areas that these teachers felt weak in were (in decreasing order): (1) writing legibly on chalkboard; (2) working with parents; and (3) knowledge and skills in computer based instruction. The teachers implied that those courses generally characterized as foundations were less valuable than those in methods and in their content areas. Teachers also felt that more time with students in actual teaching situations was needed. The 17 competencies and their rank ordering are included as well as other areas which teachers felt should be added to or deleted from teacher preparation programs. (CB)

ED 267 034 SP 027 263

Teaching: Making It an Effective and Attractive Profession.
California Round Table on Educational Opportunity.
PUB DATE- Feb 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Ladders; *Educational Change; Elementary Secondary Education; *Instructional Improvement; Professional Autonomy; Professional Continuing Education; Teacher Dismissal; Teacher Salaries; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- California

A working symposium, consisting of 100 persons from many different professions and perspectives, brainstormed for three days about ways in which to make teaching more of a profession. This report presents the symposium participants' vision and action plan for the K-12 teaching profession in California. Reasons why change is

Ohio. Coll. of Education and Allied Professions.
PUB DATE- 85
NOTE- 39p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; Higher Education; *Microcomputers; *Preservice Teacher Education; *Program Development

The six articles presented in this monograph discuss the role of microcomputers in teacher education: (1) "What Teachers and Their Students Should Know about Microcomputers" (Michael T. Battista) (2) "Promoting 'Computing Literacy' for Teacher Educators" (Keith E. Bernhard); (3) "Microcomputers in Education: A Review of Research" (Lynn Lehner and Collin A. Myers); (4) "The Diagnostic Profile: Using Microcomputers for Student Teacher Supervision" (Loviah E. Aldinger and Karen H. Guthrie); (5) "Helping Practitioners Utilize Microcomputers: The Bowling Green State University Example" (Charlotte Scherer); and (6) "Becoming Computer Literate: Practical Suggestions for Teacher Educators" (Gene R. Cupp). (JD)

ED 267 051 SP 027 335

Student Activities in Illinois High Schools.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Nov 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Extracurricular Activities; High Schools; *High School Students; Public Schools; Recreational Activities; Self Concept; Student Characteristics; *Student Participation
IDENTIFIERS- Illinois

This survey identified the differences between those students who participate in extracurricular activities and those who do not. A comparison was also made of participation patterns of Illinois sophomores and seniors to their counterparts in the nation. The Illinois sample consisted of 3,393 students from 63 public high schools. Information is presented on: (1) types of extracurricular activities; (2) differences in participation for students in to learn from materials in which organization and presentation are grammatically based. Language testing research has contributed greatly to understanding the role of grammar in language proficiency. This research finds that grammar is not an organizing principle of communication but an important component whose importance varies according to the learner's communicative task. Studies on the invariant order of grammatical development, delayed grammatical development, and variable use of rules in second language learning have also shed light on the nature of language proficiency, supporting the notion that grammar is a necessary but not a sufficient component of language proficiency. A theory of grammar or of grammatical development cannot provide the entire basis for a proficiency-oriented curriculum. A goal of second language education research is to develop a proficiency-oriented curriculum in which grammatical skills are viewed as components of specific kinds of proficiency. For example, in the American Council on the Teaching of Foreign Languages Proficiency Guidelines, grammar is defined more positively, in terms of specific but restricted skill levels, not in terms of deficiencies in performance. This approach provides criteria for developing, grading, and evaluating communicative tasks and activities in curriculum development. (MSE)

criterion-referenced tests, construction and selection of items, test validity, and test reliability. Examination of the literature shows that criterion-referenced and norm-referenced measurement share some features, including dogmatism in its introductory stage, but that criterion-referenced measurement (CRM) has the advantage of providing an exact description of an individual's performance level in an entire domain, not only on the presented items. When test construction and interpretation are done correctly, the desired result occurs because of CRM's emphasis on the conceptualization of measured domains. Because tests are the most concrete way of signaling to teachers and students what the desirable content and forms of teaching are, and because testing has a limited scope, it is suggested that focusing on testing in instructional development may be more effective than focusing on curriculums and teaching materials. (MSE) universities by rank and region (excluding Quebec); percentage of gross domestic expenditures on research and development by sector; direct sources of funds and expenditures for education; provincial operating grants per full-time equivalent student and per capita; and summary data on university libraries by province. (SW)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Assignments; College Faculty; *College Students; *Correspondence Study; *Distance Education; Extension Education; Foreign Countries; Higher Education; Individual Development; *Instructional Materials; Material Development; Stress Variables; *Student Adjustment; Student Development; Teacher Attitudes; *Teacher Student Relationship

IDENTIFIERS- *Australia

Perspectives of academic staff who have been involved in teaching externally are presented in three papers. In "Teaching Students Externally: The First Twelve Years," Frank Molloy examines three aspects of teaching by the external mode: preparing materials, making assignments, and providing educational experiences for students at the residential school (e.g., library tours, academic advising, and discussion groups). In the second paper, "Out of Sight, Out of Mind," Louis Moroya emphasizes the importance of effective teacher-student interaction. Since most teacher-student interaction in distance education occurs through written communications, seven suggestions are offered, including: residential schools should be compulsory for students enrolled in introductory or required subjects; teachers should provide an overview tape and overview sheet for major assignments; and teachers should explore modes such as teleconferences. "Stress, Personal Growth, and the Isolation Predicament: A Case for Self-Help by Correspondence" provides Peter Baynes' views on the need for distance education for isolated people requiring help with stress management and/or personal development. An effort to establish a line of communication and support for such individuals using both audio cassette and print form is described. (SW) administration or execution of policies at governmental level or an international non-governmental organization for the regulation of economic, social, political, or cultural relations between nations. Listed in alphabetical order by country, the entry for the national archives is followed by other repositories either in alphabetical order or in alphabetical order of location by state/city/town. Introductory material explains data gathering procedures and coverage of the volume. This volume covers archives and repositories in the following countries: Finland, France, Federal Republic of Germany (West Germany), the Netherlands, Poland, Sweden, Switzerland, the United Kingdom, and the United States. An outline of the information required for entries in this guide and an index which includes personal names, organizations, and subjects conclude the directory. (THC) interlending program; the steps for developing area interlibrary loan plans; and the recommended interloan patterns for public, school, academic, and special libraries in the state, and also for vocational-technical school libraries (added with this edition). Revised to reflect changes in interlibrary loan patterns, the 1985 guidelines contain the following changes: (1) area plan development is still voluntary, but public library systems have been assigned the responsibility of coordination of the plan development process; (2) the definitions have been expanded and clarified and new definitions for area, clearinghouse, resource library, and direct access are included; (3) the patterns have been clarified and expanded to include the concept of direct access at the area level, from the area level to the state level, and from library to library; patterns of referral from the state to the area level are included; and the referral actions of state level clearinghouses are clarified; (4) patterns for reference requests are included when they differ from interlibrary loan patterns; (5) the section for special libraries has been expanded to include information on some patterns for individual types of libraries; and (6) a section for libraries not located in system areas has been added. A model worksheet is included. (THC)

and users; barriers to the use of current online retrieval systems by novice users; comparisons of traditional online interviews with presearch counseling sessions for client searchers; microcomputer-based search systems; recent developments in end-user searching; results of a study evaluating 20 university-based first time users of BRS/After Dark; and situational and personal factors affecting use of a computer-based information service for 126 end-user searchers of MEDLINE. (THC)

AVAILABLE FROM- Food and Nutrition Board, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418 (Single copy free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Children; *Disease Control; *Diseases; Guidelines; *Infants; *Nutrition; Research Needs
IDENTIFIERS- *Diarrhea; Food Selection; *Nutritional Therapy; Oral Rehydration Therapy

Written primarily for health professionals advising on programs and policy related to nutrition and diarrhea therapy, this report is aimed at management of diarrhea in less-developed countries, but its information and technical insights are relevant to an understanding of diarrhea and its management throughout the world. Technical in orientation and not a manual itself, the report can be used as a guide in preparing manuals, training courses, public education materials, and communication strategies directed toward all those responsible for child care. The first chapter examines the nutritional consequences of acute diarrhea and the premise that continued feeding during diarrhea is not generally harmful and can be highly beneficial. Chapter 2 presents general guidance for nutritional management, including comments on choice of foods, food preparation, frequency of feeding, and monitoring of therapy. The chapter also provides an overview of oral rehydration therapy, which is aimed at correcting electrolyte losses and maintaining fluid balance. Chapter 3 outlines research needs emerging from a review of the related literature, and Chapter 4 summarizes major findings. Appended are tables indicating estimated energy needs for recovery from the effects of diarrhea and general conclusions suggested by those estimates. Seven pages of references conclude the document. (RH)

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Costs; *Day Care Centers; Early Childhood Education; *Educational Needs; *Eligibility; *Family Day Care; Financial Problems; Hearings; *Insurance Companies; Program Administration; Retrenchment
IDENTIFIERS- Congress 99th; *Liability Insurance

The Select Committee on Children, Youth, and Families examined recent reports about dramatically reduced availability of liability insurance for providers of child care services. Child care centers, family day care homes, Head Start programs, and resource and referral agencies have reported that their liability policies are not being renewed, that premiums have become prohibitive, that coverage for child abuse claims is unavailable, and that policies are being cancelled with little or no notification. Emphasized is the availability, the quality, and affordability of child care and the critical role that insurance plays in determining those factors. Apparently, the insurance industry is going through a period of retrenchment, a reexamination of its own role in the economy and its entire way of conducting business. Various viewpoints from child care providers and representatives of the insurance industry are reported. In addition, a 43-page booklet entitled "Child Care and the Family," by David Friedman et al. and published by the National Child Abuse Coalition, is included and discusses the use of child care services in the prevention of child abuse. (DST)

the percentage of economically disadvantaged students is widening. Counties that are dependent primarily on coal production for their economic base generally report the lowest per pupil expenditures and revenues for education. Current strategies for taxation--which exclude unmined minerals and other forms of property--do not allow Appalachian counties to accept greater responsibility for education. This report includes numerous graphs and tables comparing educational costs, per pupil expenditures, and sources of revenue for Appalachian and non-Appalachian school districts and showing the percent of economically disadvantaged pupils and sources of public school revenue for 49 Appalachian counties. (JHZ)

ED 266 957 SE 046 469

Gabel, Dorothy
Problem Solving in Chemistry. Research Matters...To the Science Teacher.
National Association for Research in Science Teaching.
PUB DATE- 86
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; High Schools; *Problem Solving; Science Education; *Science Instruction; *Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- Analogies; *Science Education Research; Wait Time

This information sheet examines three areas: (1) what research tells about problem-solving in chemistry; (2) why students have such difficulty in solving chemistry problems; and (3) if there are some ways of teaching students to solve problems that are more effective than others. From several research studies on problem-solving in chemistry, it is clear that the major reason students are unable to solve problems is that they do not understand the concepts on which the problems are based. Based on this finding (as well as others), it is recommended that teachers use various procedures to help their students become more successful in solving problems. They include using analogies and schematic diagrams, wait time, and concept maps. (JN)

A collection of activities and teaching strategies provides a global approach to teaching about Japan at the elementary school level. Following a preface, material is divided into three main sections. The first section outlines interdisciplinary skill goals and attitudinal skill goals of global learning experiences. The second section, "For the Teacher Trainer" is designed to help teachers who will work with others to foster global studies. A rationale for global education and the outline for a global education inservice are presented. The third section contains activities focusing on Japan. All activities follow a standard lesson plan containing theme, concepts, skills, and a student activity. Over ten activities focus on the Japanese use of space, Japanese children's literature and children's fun books, baseball in Japan and the United States, and comic book culture. (LP)

Demonstrating the need for reintegrating women from U.S. history into the curriculum and the ease with which National Women's History Week observances can fill this need, this inservice workshop package provides a facilitator's guide and accompanying audiovisual materials for two different audiences--one for school administratiors (1 hour); another for curriculum designers, library and media personnel, and classroom teachers at the elementary and secondary level, and another for curriculum designers, library and media personnel, and classroom teachers at the elementary and secondary level (2 1/2 hours). Focusing on three critical time periods in U.S. history--1776, 1849, and 1920--this multicultural infusion model (1) demonstrates approaches for focusing on women's history in various subject areas, (2) provides guidance for introducing the multicultural history of women in the United States, (3) illustrates possibilities for curriculum expansion, (4) increases awareness of the many and varied role models available from the past, and (5) introduces resources available for exploring women's history in the United States. Each participant package contains: an informal teacher's survey; an informal administrator's survey; color-coded lesson plans, chronologies, and annotated bibliographies for elementary and secondary students; an oral history questionnaire; a textbook checklist for gender bias; activity ideas for National Women's History Week; and Community Resource Women recruitment materials. Appended is a transcription of the accompanying tape cassette. (LH)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Master Teachers; *Mentors; Program Development; State Programs; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; Intern Mentor Program

The District of Columbia Public Schools has established an Intern-Mentor Program to promote professional growth and development by using exemplary teachers to provide intensive assistance and guidance to new teachers. Experienced teachers, called "mentors," are released from their classroom duties for up to 2 years to provide assistance to new teachers, defined as having less than one full year of satisfactory teaching experience. All new teachers in the District of Columbia public schools will participate in the program. This booklet describes the program, including recruitment, subject matter testing, certification, selection and hiring, and evaluation of new teachers as interns. Topics discussed in relation to the experienced teachers as mentors include qualifications, selection and assignment, roles and responsibilities, professional development, and evaluation. (CB) needed in the teaching profession included the need for attracting and retaining people in the profession and the need for high performance and complex outcomes of California public schools. Six ways for making teaching a more attractive profession are suggested: (1) teacher autonomy and accountability; (2) lifelong learning for teachers; (3) a teacher career ladder and career lattice; (4) adequate and performance based compensation; (5) conducive work environment; and (6) removal of poor teachers. (CB)

general, academic, and vocational programs; (3) relationship between grades and degree of participation; (4) influence of paid work commitments; (5) relationship between participation and discipline problems; (6) perception of school quality/effectiveness of those who participate and those who do not; (7) relationship between participation and self-concept; and (8) relationship between participation and family background. (JD)

DOCUMENT RESUME

ED 267 052 SP 027 338

Altbach, Philip G., Ed.; And Others
Excellence in Education. Perspectives on Policy and Practice.
REPORT NO.- ISBN-0-87975-301-3
PUB DATE- 85
NOTE- 279p.
AVAILABLE FROM- Prometheus Books, 700 East Amherst St., Buffalo, NY 14215 ($24.95 cloth--ISBN-0-87975-296-3; $12.95 paper--ISBN-0-87975-301-3).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010) Collected Works - General (020)
DESCRIPTORS- *Educational Change; *Educational Quality; Elementary Secondary Education; *Policy Formation; *Political Influences; *Social Influences; Teacher Education
IDENTIFIERS- *Excellence in Education

The current reform movement in education is investigated in this book through analysis of the many reports on the state of the nation's schools collectively called the excellence reports. Five areas of investigation are focused upon in this volume: (1) an overview of what the excellence reports say; (2) a consideration of the social, political, and economic content of the reports; (3) how reform in the 1980s will affect policies initiated in the 60s and 70s; (4) how reforms impact on curriculum, teacher preparation, and student success; and (5) the historical implications of past reform movements in education. Authors or co-authors of these essays, which reflect several educational perspectives, are Ernest L. Boyer, Michael W. Apple, Albert Shanker, Paul E. Peterson, Joel Spring, Sheila Slaughter, Richard C. Hunter, Carl A. Grant, Christine E. Sleeter, Rosemarie V. Rosen, Dennis Carlson, Linda M. McNeil, Hugh G. Petrie, Maxine S. Seller, and the editors. The final contribution to the book is a select bibliography on the excellence debates compiled by Kowsar P. Chowdhury and Philip G. Altbach. (JD)

DOCUMENT RESUME

ED 267 069 SP 027 422

Kreutzkampf, June
The Future of Education: The Nature of Beliefs about Teaching.
PUB DATE- 24 Feb 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beliefs; Females; Higher Education; Males; *Preservice Teacher Education; *Sex Differences; *Teacher Attitudes; *Teacher Characteristics

One hundred twenty-four prospective teachers completed a survey instrument at a small midwestern university on their beliefs about teaching. One premise of the survey was that prospective teachers are inclined to teach as they have been taught. Questions were raised on whether teacher educators teach a balanced view to men and women or reflect the old style of masculine dominance; in effect, teaching men to be different from women teachers and vice versa. This paper reflects on some of these basic differences and raises more questions concerning beliefs about teaching. Data from the survey are summarized, and the survey questionnaire is appended. (Author/JD)

ED 267 070 SP 027 587

Feistritzer, C. Emily
The Condition of Teaching. A State by State Analysis, 1985. A Carnegie Foundation Technical Report.
Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
REPORT NO.- ISBN-0-931050-29-4

DOCUMENT RESUME

ED 267 085 TM 860 160

Caudle, Sharon L.
Evaluation as a Process: The Formative-Summative Continuum.
PUB DATE- Oct 85
NOTE- 22p.; Paper presented at the joint meeting of the Canadian Evaluation Society, Evaluation Network, and Evaluation Research Society (Toronto, Canada, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Evaluation Criteria; Evaluation Methods; *Evaluation Needs; Evaluation Problems; Federal Programs; *Formative Evaluation; *Program Evaluation; *Research Methodology; Research Needs; *Summative Evaluation
IDENTIFIERS- *Evaluation Research; *National Commodity Processing System

Rather than automatically presuming explicit conditions exist when designing an evaluation to fit the summative or formative mold, evaluators should think of an evaluation design as fitting between endpoints on an evaluation process continuum. Evaluators can blend techniques from both the formative and summative evaluation, matching actual program conditions, "sliding" along the continuum to meet a primarily formative or summative goal. Using a case study, this paper explores ways in which formative and summative techniques can serve such complementary roles in a single evaluation process. The evaluation of the National Commodity Processing System, a pilot program to reduce government food surplus stocks, illustrates how decision rules arising from presumed, but untested, summative conditions unnecessarily narrowed the research scope and the final product given to decision makers. This left little room for the depth and detail that qualitative data could offer. The continuum evaluation took a much broader approach to fit differing needs. Concepts, definitions, and models should not be ordered in advance, but selected to give balance to achieve the purpose at hand. Evaluating from the standpoint of a constantly creative continuum is one alternative approach to achieve that balance. (PN)

DOCUMENT RESUME

ED 267 099 TM 860 186

Gonzalez-Stupp, Emma; Wildemuth, Barbara M.
At Home with ERIC: Online Searching from Your Home Computer. "After Dark" Edition. Dark" Edition.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 50p.; For a related document, see TM 860 187.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adults; *Bibliographic Utilities; *Databases; Educational Research; Information Networks; Microcomputers; *Online Searching; *Online Systems; Reference Services; *Search Strategies
IDENTIFIERS- *Bibliographic Retrieval Services; End Users; *ERIC

This manual provides information to aid home computer owners in performing literature searches of ERIC and other education and social science databases using the BRS Information Technologies "After Dark" system. Assuming some familiarity with printed ERIC indexes or online searches, this manual is divided into five chapters. It is suggested that potential searchers should study the first two chapters before going online. These chapters cover the basic concepts of developing a search strategy and the commands used by the BRS "After Dark" system. The third chapter disucsses various ways to modify the search strategy regarding the retrieval of too few or too many citations. The next chapter explains how to accomplish common types of non-subject searches: specific author, publications from a specific institution, speeches from a specific meeting, or certain types of publications. The final chapter provides basic information concerning other searchable databases: Educational Testing Service Test Collection; Exceptional Child Education Resources; Mental Measurement Yearbook; Psychological Abstracts; and Resources in Computer Education. Attachments

DOCUMENT RESUME

ED 267 113 TM 860 204

Wilson, Bruce L.; And Others
Models for Uses of Data in School Improvement: From Fast-Food to Five-Star Restaurant.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Data; Decision Making; *Educational Environment; *Educational Improvement; Educational Needs; *Models; School Effectiveness; Surveys; *Teachers
IDENTIFIERS- *School Assessment Survey (Wilson)

This paper describes the School Assessment Survey (SAS) and three models for the use of data to enrich the local decision-making process about school improvement and to provide school leaders with new perspectives on their organizations. The SAS measures teachers' perceptions on nine organizational dimensions and combines the results to produce an overall school portrait. The focus of the first model is on collecting data quickly with little attention given to how the information might be used. This model has the advantage of being inexpensive and easy to implement, but the risk is high that the resultant data will not be used. In the second model, additional training is offered to help educators move beyond analysis to consider changes in their schools. The advantage is that it gets people together to address school issues, but its weakness is often lack of any long-term commitment to a targetted improvement effort. In the third model, careful thought is given to where the organization should go and why. The advantage is that the effort is often a key priority for the school. Its disadvantage is the continual struggle to maintain the effort and to have it become part of the value system of the school. (PN)

DOCUMENT RESUME

UD

ED 267 128 UD 024 712

Hauser, Robert M.; Sewell, William H.

Family Effects in Simple Models of Education, Occupational Status and Earnings: Findings from the Wisconsin and Kalamazoo Studies. CDE Working Paper 84-29.

Wisconsin Univ., Madison. Center for Demography and Ecology.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, Md.; National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.; Wisconsin Univ., Madison. Graduate School.

PUB DATE- Nov 84

NOTE- 59p.; Paper prepared for a conference: "The Family and the Distribution of Economic Rewards" (Snowbird, UT, September 21-22, 1984).

GRANT- HD-5876; MH-06275; NSF-SES-80-10640; NSF-SES-82-21040

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Family Influence; High Schools; *Income; Males; *Outcomes of Education; *Siblings; *Social Mobility; *Socioeconomic Status

IDENTIFIERS- Wisconsin

This study uses measurements of social background variables, mental ability, educational attainment, occupational status, and earnings among male, Wisconsin high school graduates and a random sample of their brothers to develop and interpret simple models of socioeconomic achievement. The study was designed to contribute to the data on the influence of education on social mobility. Maximum likelihood estimates for pooled samples of fraternal pairs from the Wisconsin Longitudinal Study where both brothers were interviewed (532 pairs) and where only one brother was interviewed (N=928) were

DOCUMENT RESUME

ED 267 142 UD 024 761

Minority Youth Unemployment: Barriers to Success in the Labor Market. Report on a Public Hearing by the Los Angeles County Commission on Human Relations.
Los Angeles County Commission on Human Relations, Calif.
PUB DATE- Sep 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Career Guidance; *Education Work Relationship; *Employment Opportunities; *Equal Opportunities (Jobs); *Minority Groups; Racial Discrimination; Secondary Education; Sex Discrimination; *Urban Youth; Vocational Education; *Youth Employment
IDENTIFIERS- *California (Los Angeles)

This report provides findings and recommendations on youth unemployment that were presented at a public hearing conducted by the Los Angeles Commission on Human Relations. First, the report summarizes the testimonies of 20 youth from schools, community based organizations (CBO's), and job training programs who described their difficulties in obtaining employment and promotion opportunities. The youth's testimony, it is said, indicated that minority youth unemployment has four root causes: (1) discriminatory employer practices in hiring and on the job treatment; (2) inequities and failings of the educational system, including vocational education; (3) location of job resources outside of minority communities; and (4) failure of parents, teachers, and counselors to motivate and instill self-esteem in students. The principal recommendations offered by the students are outlined, followed by summaries of the presentations and recommendations of the six adults who testified at the hearing. The principal commission finding reported here is that employment discrimination against minority youth appears to be widespread. Minority youth perceive that many parents, teachers, and counselors have not provided sufficient guidance, support, and encouragement for them to achieve academically and pursue meaningful careers.

DOCUMENT RESUME

ED 267 155 UD 024 778

Cohn, Mary; And Others
The Hmong Resettlement Study Site Report: Orange County, California.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jun 84
NOTE- 81p.; For related documents, see UD 024 774-784.
CONTRACT- HHS-600-82-0251
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adult Learning; *Asian Americans; Community Attitudes; Economic Development; Economic Status; *Educational Experience; *Employment Opportunities; Employment Patterns; English (Second Language); Immigrants; Job Training; Labor Market; *Land Settlement; Migration Patterns; *Refugees; Welfare Recipients; Welfare Services
IDENTIFIERS- *California (Orange County); *Hmong People

This document describes the resettlement of Hmong refugees in Orange County, California: what their employment experience has been, which resettlement efforts have been successful, and how current efforts could be altered to improve the Hmong's long term adjustment. The report is part of a larger, national project on Hmong resettlement. Much of the data was gathered through personal interviews with Hmong living in Orange County and resettlement workers involved with this group. The first section of the report gives general information about Orange County and describes what welfare benefits, housing, and refugee services are available, as well as how receptive the community is to refugees. Section II gives brief information on the local Hmong population who, according to one source, numbered approximately 3,000 in 1983. Section III deals with employment and education issues: what jobs are available; how limited English skills affect employment and how these obstacles are being combatted; the problem of welfare as a disincentive both for work and education; the availability of job training; how Hmong students are faring in school; and adult language instruction. The final section describes the long range problems and expectations for the Hmong in Orange County, including

DOCUMENT RESUME

ED 267 168 UD 024 797

Kelly, James, Jr.
From Here--Where? (Revised).
PUB DATE- 13 Apr 84
NOTE- 23p.; Revised version of a paper presented at a Symposium observing Brown v The Board of Education of Topeka; Supreme Court Decision of 1954 (February 10-11, April 11-13, 1984); supersedes ED 264 350.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Civil Rights; *Desegregation Litigation; *Justice; Political Attitudes; Racial Discrimination; *Racial Relations; *School Resegregation; *Social Change
IDENTIFIERS- *Brown v Board of Education

Thirty years after the Supreme Court's ruling in Brown versus The Board of Education of Topeka, 1954, this paper discusses generally the impact of the Brown decision on education. It presents five major "lessons" suggested by the history of school desegregation. (1) The attack on bigotry and injustice must be fought on all fronts--with votes, political interest groups, multicultural education, economic planning, and with political consolidation. Litigation will not by itself solve problems with deep roots in social and economic conditions. (2) Liberty and equality are not polar opposites: equal opportunity must be seen as a goal necessary to all. (3) At present, in some ways, society is more segregated than ever: we have found ways to resegregate, not on specific racial grounds, but with results that are just as destructive to fairness and justice. (4) The costs of social change are charged always to those who are least able to afford the change. Desegregated schools are no solution as long as our politics, housing, incomes, class structures and churches are segregated. (5) The nostalgia and resentment that follow radical social change generate the pernicious myth that there is a great, good place in the past that we must return to because we have gone too far. The inertia and resistance to the impact of Brown, on the part of active opponents as well as those who yearned for more comfortable times, was underestimated. The Brown case illustrates a first principle: equality is a good thing that needs no defense. (KH)

ED 267 053 SP 027 343

Christie, Samuel G.; Saccone, Peter P.
An Evaluation of the Fitness, Academic, and Self-Esteem Training Program at Meridian School 1984-1985.
PUB DATE- Dec 85
NOTE- 15p.; For related document, see ED 242 660.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; *Aerobics; Cardiovascular System; Elementary Education; Physical Fitness; *Running; *Self Esteem; Training

This paper reports the results of a pilot program, "Fitness, Academics, and Self-Esteem Training" (FAST), conducted during the 1984/85 school year at Meridian School to test the hypotheses that a program of aerobic exercise with the focus on running, conducted by the classroom teacher, would result in a higher rate of academic achievement, better cardiovascular fitness and respiratory efficiency, and higher self-esteem as measured by academic aspiration. Both the project group and a comparison group of fourth and fifth graders from another Cajon Valley school were measured at the beginning and end of the year on the rate of academic achievement, cardiovascular fitness, and academic aspiration. The comparison group participated in the normal physical education activities for fourth and fifth graders, but not in the aerobic exercise-running program. At the end of the year participants in the FAST program were found to be achievinng at a higher rate in reading, language, and math, and to have better cardiovascular fitness and respiratory efficiency than non-participants. There were no differences in the scores on academic aspiration between participants and non-participants. (Author)

ED 267 054 SP 027 363

Helmich, Edith
An Overview of Fifth-Year Teacher Education Programs.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Nov 85

PUB DATE- 85
NOTE- 172p.; For an earlier report, see ED 238 869.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Enrollment Trends; Job Satisfaction; Population Trends; *Public School Teachers; State Surveys; Teacher Education; Teacher Salaries; Teacher Shortage; *Teaching (Occupation); *Teaching Conditions

This book reports on the current condition of teaching in the United States and presents an analysis of variables for each state and the District of Columbia that affect teaching now and in the future. These variables include population changes, enrollment patterns, numbers of teachers, projected teacher shortages, salaries, school spending and the economy in general, who is going into teaching, and the education and certification of teachers. Statistical data are presented on tables with narrative analysis and commentary. In the foreword, Ernest L. Boyer makes recommendations on how to strengthen the teaching profession. (JD)

TM

ED 267 071 TM 850 497

Stein, Terri; Frankiewicz, Ronald G.
Functional Academic Skills Tests Validation Study for Inservice Teachers in Houston I.S.D.
PUB DATE- Mar 85
NOTE- 79p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Portions of appendixes contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)

ED 267 086 TM 860 161

Rothfarb, Sylvia H.; And Others
Evaluation of the English Oral Fluency of Limited English Proficient Twelfth Grade Students.
PUB DATE- 4 Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cutting Scores; English (Second Language); Grade 12; High Schools; *Language Proficiency; *Language Tests; Language Usage; *Limited English Speaking; *Oral English; Questionnaires; Rating Scales; *Student Attitudes; Testing Programs
IDENTIFIERS- *Basic English Skills Test Plus Supplement; Dade County Public Schools FL

A procedure for evaluating the oral language proficiency of limited English proficient (LEP) secondary school students is presented. The sample consisted of 101 twelfth grade students randomly selected from high schools in the Dade County Public Schools (Miami, Florida), including 72 LEP students. These students were or had been enrolled in English for Speakers of Other Languages (ESOL) classes. The procedures used to determine oral fluency included a competency-based test of English language proficiency (the Basic English Skills Test) plus supplement, plus a staff-developed supplement, and teacher ratings. A questionnaire was administered to students to assess their attitude toward the oral interview test. A separate questionnaire was given to the testers, to assess their attitude toward the testing procedure and the training. The measures used covered a broad range of language tasks, were acceptable to students and testers, and were relatively easy to administer and score. Findings indicated that 45 LEP students had good-to-excellent oral proficiency; 27 students had poor-to-fair proficiency; and 22 of the Exited-ESOL students had good-to-excellent oral proficiency. Further research is needed to develop oral proficiency tests and rating scales which reflect different age levels and curriculum content. (PN)

include: Search Strategy Worksheet; ERIC Field Name and Abbreviations; "After Dark" Command Summary; Mandatory Level Descriptors; and Publication Type Codes. (PN)

ED 267 100 TM 860 187

Gonzalez-Stupp, Emma; Wildemuth, Barbara M.
At Home with ERIC: Online Searching from Your Home Computer. "Knowledge Index" Edition.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 50p.; For related document, see TM 860 186.
CONTRACT- 400-83-0015
AVAILABLE FROM- ERIC Clearinghouse on Tests, Measurement and Evaluation, Educational Testing Service, Princeton, NJ 08541 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adults; *Bibliographic Utilities; *Databases; Educational Research; Information Networks; Microcomputers; *Online Searching; *Online Systems; Reference Services; *Search Strategies
IDENTIFIERS- *DIALOG; End Users; *ERIC

This manual provides information to aid home computer owners in performing literature searches of ERIC and other education and social science databases, such as the DIALOG Information Services "Knowledge Index" System. Assuming some familiarity with printed ERIC indexes or online searches, this manual is divided into five chapters. It is suggested that potential searchers should study the first two chapters before going online. These chapters cover the basic concepts of developing a search strategy and the commands used by the DIALOG Information Services "Knowledge Index" system. The third chapter discusses various ways to modify the search strategy regarding the retrieval of too few or too many citations. The next chapter explains how to accomplish some common types of non-subject searches: specific authors or articles from specific journals. The final chapter provides basic information concerning other searchable databases: Psychological Abstracts; Microcomputer Index; and Books in Print. Attachments include: Search Strategy Worksheet; ERIC Field Names and Abbreviations; "Knowledge Index"

ED 267 114 TM 860 205

Pre-Kindergarten Evaluation Report.
San Antonio Independent School District, Tex.
PUB DATE- Sep 85
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Class Activities; Classroom Observation Techniques; Curriculum Design; *Followup Studies; *Interviews; Parent Participation; *Preschool Education; *Preschool Evaluation; Preschool Teachers; Primary Education; *Program Evaluation; Questionnaires; Screening Tests; Skill Analysis; Surveys
IDENTIFIERS- Alpern Boll Developmental Profile; McCarthy Screening Test; San Antonio Independent School District TX

The pre-kindergarten program in the San Antonio Independent School District was evaluated during the 1984-85 school year. The children's progress was measured informally by observation and was maintained individually on a checklist of skills. Interviews with principals and teachers revealed positive reactions to the program. Correlation existed between the pre-kindergarten and the kindergarten curriculum when skills were reviewed and compared. Classroom observation in ten randomly selected sites showed a structured, stimulating environment. A follow-up survey of students currently in first, second, or third grades and who had participated in the program as four-year-olds was conducted. These students were compared with a similar group who had not had pre-kindergarten experience. Findings of this comparison have not indicated that the program experience improves later school performance. Curriculum continuity from pre-kindergarten to primary grades was examined. The following materials used with the program are provided in the appendices: (1) pre-kindergarten curriculum themes and checklist; (2) interview guide; (3) selection criteria; (4) program objectives; (5) program announcement; (6) parental agreement, guidelines, training log, and participation log; (7) pre-kindergarten diploma; and (8) classroom observation form. (PN)

ED 267 115 TM 860 206

obtained. No evidence was found that the effects of family background lead to bias in the effect of mental ability on schooling or in the effects of schooling on occupational status or earnings. These findings are confirmed by a reanalysis of another set of data on 346 fraternal pairs from Kalamazoo, Michigan. Family background was found to have a large independent effect on ability, schooling, and, to a lesser degree, socioeconomic attainment. Although the models used are simple, it is felt that they provide a useful framework for the development of more complete models and comparative analyses of family effects on offspring who differ in sex, age, or ability. Several tables display the data. (Author/CG)

ED 267 129 UD 024 715

Robinson, Beatrice E.
Evaluating Mental Health Services for Southeast Asian Refugees: Cross-Cultural Methodological Issues.
PUB DATE- 85
NOTE- 36p.; Working paper prepared for the Pacific Asian American Research Method Workshop (Ann Arbor, MI, July 29-August 23, 1985); and the Annual Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Anxiety; *Asian Americans; Depression (Psychology); *Evaluation Methods; Immigrants; *Mental Health Programs; Program Evaluation; *Psychological Services
IDENTIFIERS- Southeast Asians

The study evaluates the effectiveness of two bilingual, non-traditional mental health peer counseling type programs providing services to Southeast Asian refugees in the Minneapolis-St. Paul metropolitan area. This area has the second highest per capita rate of Southeast Asians in the nation and as these refugees have, in general, experienced a great deal of emotional trauma, chronic stress, personal hardship, and family disruption prior to resettlement, they are frequently in need of mental health facilities to treat depression and anxiety, situational disorientation, and grief reactions. The study sample consisted of the 150 clients entering the two programs from July 1983 through December 1984. The evaluation instruments included a 70-item problem checklist for the counselors to fill out; a 20-item

There is insufficient coordination between school, government, CBO's, and the private sector in the area of youth employment. Two appendices provide statistics on youth employment in 1985 and an assessment report by Monte E. Perez on the role of the United Way in solving minority youth employment problems. (KH)

ED 267 143 UD 024 762

Citywide Results of the New York City 1985 Science Survey: Grades 5 and 8.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Jan 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Course Content; Elementary Secondary Education; *Grade 5; *Grade 8; *Science Curriculum; *Science Education; *Science Tests
IDENTIFIERS- New York (New York); *New York City Board of Education

In order to assess the level of science education in the pre-high school grades in New York City, citywide science surveys were developed and administered for the second year in May, 1985, at Grades 5 and 8. These instruments were designed to provide school, district, and citywide information about student achievement in the basic science curriculum which includes biology, earth science, physics, chemistry, and process skills. The purpose for collecting such data was to facilitate the planning of staff development in order to focus on areas of greatest need. A comparison of the citywide student performance on the 1984 and 1985 science surveys indicates a significant improvement in science achievement citywide at both Grades 5 and 8 as measured by the average percent of items correct. Grade 5 general education students answered 64 percent of the 60 items correctly in 1985, as compared to 56 percent of 42 items in 1984. Similarly, Grade 8 students answered 58 percent of 60 items correctly in 1985, an improvement over their 1984 performance of 52 percent of 41 items. These levels indicate that fifth graders almost met the anticipated criterion of 65 percent; eighth graders were somewhat below this criterion. The area students performed most poorly in was chemistry. (The report includes statistical tables of overall citywide results and results by district). (Author/KH) the increasing mental health problems, particularly of the middle aged and older members of the population; and how the young Hmong view their possibilities in the United States. (CG)

ED 267 156 UD 024 779

Reder, Stephen; And Others
The Hmong Resettlement Study Site Report: Fresno, California.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 7 Jul 83
NOTE- 143p.; For related documents, see UD 024 774-784.
CONTRACT- HHS-600-82-0251
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adult Learning; *Asian Americans; Community Attitudes; Economic Development; *Educational Experience; *Employment Opportunities; Employment Patterns; English (Second Language); Immigrants; Job Training; Labor Market; *Land Settlement; Migration Patterns; *Refugees; Welfare Recipients; Welfare Services
IDENTIFIERS- *California (Fresno County); *Hmong People

This document reports on the resettlement of Hmong refugees in Fresno County, California: what their employment experience has been, which resettlement efforts have been successful, and how current resettlement efforts could be altered to improve the Hmong's long-tern adjustment. Much of the data was gathered through personal interviews with Hmong and individuals working with Hmong in Fresno County. The first section gives general information about Fresno County and describes the general population, other refugee groups, the economic base (farming), economic problems, housing, problems of refugee services, and the very negative community reaction to Hmong refugees. Section II gives information on the size and history of the Hmong population who, according to one source, numbered approximately 10,000 in May, 1983. Section III considers a variety of resettlement issues, including lack of English proficiency, lack of job skills, discrimination, welfare dependence, lack of job search skills, and the lack of entrepreneurial experience and technical assistance for farmers and small businessmen. Also discussed are education issues, in particular the feelings of extreme disorientation the Hmong feel in

NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Higher Education; *Internship Programs; *Preservice Teacher Education; Program Design; *Program Length; State Standards; *Teacher Education Programs
IDENTIFIERS- Beginning Teacher Induction; *Extended Degree Programs

A series of model five-year teacher education programs are described. Two main types of programs are included--state-initiated programs and university-based fifth-year programs. An analysis and description of of the following programs is presented: (1) Florida Performance Program Management System--Beginning Teacher Program; (2) Kentucky Internship Program; (3) Oklahoma Entry-Year Program; (4) Wisconsin Mentorship Program; (5) South Carolina Fifth-Year Program; (6) Kansas Internship Plan; (7) North Carolina Career Development Plan for Teachers; (8) Virginia Beginning Teacher Assessment Program; (9) Pennsylvania Teacher Intern Program (Alternate-Certification); (10) California Alternate Certification Program; (11) University of Toledo (Ohio)--Competency-Based Teacher Education; (12) Virginia Commonwealth University--Five-Year Teacher Education Program; (13) West Virginia University--Proposed Five or Six-Year Program; (14) Eastern Michigan University--Staff Development for School Improvement; and (15) University of Wisconsin--Teacher Induction Program. Characteristics of model teacher education programs in various states are tabulated. Advantages and limitations of five-year programs are also discussed. (JD)

ED 267 055 SP 027 366

Jung, Steven M.
The Role of Accreditation in Directly Improving Educational Quality.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- 86
NOTE- 32p.
AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, NW, Suite 305, Washington, DC 20036 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Agency Role; *Educational Quality; Higher Education; *Program

DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Factor Structure; *Job Analysis; Mathematics Tests; Minimum Competency Testing; *Occupational Tests; Reading Tests; Secondary School Teachers; *Teacher Evaluation; Teacher Role; *Teaching Skills; Test Construction; *Test Validity; Writing Evaluation

IDENTIFIERS- *Functional Academic Skills Tests; *Houston Independent School District TX; Teacher Task Analysis Questionnaire

The evaluation of the content validity of the Functional Academic Skills Tests (FAST) are described. The FAST was designed to assess the competency of inservice teachers in the Houston, Texas Independent School District in basic reading, writing, and mathematics skills. Validation standards were based on the Equal Employment Opportunity Commission's (EEOC) uniform guidelines on employee selection procedures, which require a job analysis. The original job analysis instrument, the Teacher Task Analysis Questionnaire (TTAQ), contained 152 task statements involving instruction, student assessment, parent involvement, socialization, organization maintenance, and professional development. It was administered to a variety of school district personnel, who rated each task statement on importance and frequency. After 14 statements were added, the revised TTAQ was sent to 2034 employees, school principals and supervisors, and local teacher educators; 807 responses were received. From the ensuing analysis, seven factors resulted; these had to do with: (1) student evaluation; (2) directing students; (3) professional communication; (4) testing and grading; (5) organizational maintenance; (6) textbook evaluation; and (7) planning. The 28 summary job statements were rated by panels of teachers, principals, and curriculum specialists to document their validity. Further studies of FAST validity and its impact were planned. (Extensive appendices include the sample characteristics, TTAQ instructions, and the 28 job activity statements). (GDC)

ED 267 072 TM 850 715

Grade 12 Diploma Examination: Social Studies 30. June 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 85
NOTE- 34p.; For related documents, see TM 850 717-719.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

ED 267 087 TM 860 162

Rachal, Janella
Evaluation Strategies: Louisiana's State-Funded Compensatory/Remedial Program.
Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 11 Oct 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Evaluation Research Society (San Francisco, CA, October 11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Basic Skills; *Compensatory Education; Competency Based Education; *Educational Legislation; Elementary Education; Evaluation Criteria; Full State Funding; Longitudinal Studies; Minimum Competencies; Profiles; *Program Evaluation; Remedial Programs; State Programs
IDENTIFIERS- *Louisiana Basic Skills Test; Louisiana Compensatory Remedial Student Profile

To overcome various reporting constraints, numerous strategies have been developed to facilitate accurate and timely reporting of data concerning the impact of Louisiana's State-Funded Compensatory/Remedial Program. These strategies include: (1) using existing statewide communication networks; (2) employing the Basic Skills Test (BST) as the major data collection instrument; (3) identifying each student's skill deficiencies through the Student Profile Sheets; and (4) determining the impact of the program on students who are promoted through the Compensatory Education Tests. The evaluation results for the program were reported through the use of a modular format. The evaluation report drew primarily on data from the 1982, 1983, and 1984 administrations of the BST to provide longitudinal information concerning the effects of the program on student performance. As a result of this evaluation, two recommendations were made. The data supported the program on identified deficit skills but suggested that this focus be broadened to address additional skills prerequisite to the next grade level BST. Secondly, school systems were urged to consider carefully the decision to promote students who fail to attain the minimum performance standard on a specific BST; retention at the earliest level at which deficiencies are identified was strongly recommended. (PN)

Command Summary; Mandatory Level Descriptors; and Publication Type Codes. (PN)

ED 267 101 TM 860 188

Measuring Student Achievement: Comparable Test Results for Participating Southern States, the South, and the Nation.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 85

NOTE- 17p.; For a related document, see TM 860 189.

AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Comparative Testing; *Cooperative Programs; *Educational Assessment; *Grade 11; High Schools; National Programs; *Reading Achievement; Reading Tests; State Programs; Testing Programs; Test Results

IDENTIFIERS- *National Assessment of Educational Progress; *Southern Regional Education Board

Southern Regional Education Board (SREB) states were invited in June 1984 to participate in a project with the National Assessment of Educational Progress (NAEP) to assess the reading achievement of eleventh grade students. Florida, Tennessee and Virginia accepted and worked with SREB and NAEP staff to develop and administer the testing program. Administered in April 1985, the project findings provided the participating states with a current and reliable measure of how their students' reading achievement compares with national and regional results, and for the first time they have comparable data on how their students' achievement compares with students' achievement in other states. A summary of score comparisons of the reading assessment are provided for eleventh grade students in the nation and in the NAEP Southeastern region (excluding the SREB states of Maryland, Oklahoma and Texas). The national and regional averages include students in public and private schools, while the participating SREB states included only public school students. The state comparisons are made to the national and regional testing administered in Spring 1984. The SREB/NAEP project also included a "background and attitudes" survey of students which is available from the individual states. (PN)

Goodwin, Coleen R.
The Pitfalls of Testing in the Quest of Excellence.
PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Criterion Referenced Tests; Educational Assessment; *Educational Quality; Elementary Secondary Education; Measurement Techniques; Norm Referenced Tests; School Effectiveness; *Scores; *Testing; *Testing Problems; *Test Interpretation

This document presents five scenarios, each referring to a means of assessing learning. These examples are then used to discuss pitfalls faced when tests are used to assess learning, and the conclusion is reached that testing should play a supportive role only, not a major role in the quest for excellence. Effective schools research shows that testing is only a part of the assessment of student progress; moreover, more than one type of testing should be used. Criterion referenced tests are a better vehicle for assessing student progress in any given area, as compared with norm referenced tests (NRT). When NRTs are used, instead of looking at one mean score, it is necessary to look at test data in a variety of ways: (1) by parent (particularly mother's) education level; (2) by socio-economic status group; (3) by race; and (4) by aptitude. In the quest for academic excellence, many districts are now looking at a number of factors which are indicators of excellence rather than merely test scores. (PN)

ED 267 116 TM 860 207

Sharp, D. E. Ann; And Others
Program Evaluation and the Generation and Testing of Hypotheses.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Data Analysis; Data Interpretation; Evaluators; *Hypothesis Testing; *Models; Program Effectiveness; *Program

depression scale for cross-cultural use; and a background information form which gathered information on the clients' previous experiences including traumas and stresses, previous mental health history, proficiency with English, and various sociodemographic indicators. Preliminary results indicate that factors such as income, employment, age, length of treatment, English ability, and length of time in the United States do not appear to be related to treatment outcome. Ethnic group, receiving government assistance, and a number of traumatic experiences were tenuously related to outcome for one of the two agencies. It is concluded that treatment outcome is very hard to relate to client variables and further analysis of the data is needed. The paper includes extensive tables outlining the findings. (CG)

ED 267 130 UD 024 721

Wilson, Herbert A.
Student Teaching: A Search for Control and Style.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Cooperating Teachers; Discipline Policy; *Preservice Teacher Education; Student Teacher Attitudes; *Student Teachers; *Student Teaching; *Teaching Styles; Urban Schools; Urban Teaching

Student teaching is only a successful experience if it assists the prospective teacher in developing effective classroom control techniques and evolving a personal teaching style. In order to make student teaching useful, four factors should be considered. First, profiles should be developed on the student teacher and the cooperating teacher before the student is placed, in order to match personalities, philosophical and disciplinary approaches, and style. Second, teacher education programs should emphasize classroom control and teaching style and familiarize prospective teachers with the theory and practice of positive/negative reinforcement. Third, educators need to address the particular problems of urban schools, especially in the areas of discipline and classroom control. Fourth, competency tests should be developed for student teachers to determine their progress in the areas of classroom control and discipline, and particularly the acquisition of theoretical knowledge. (CG)

ED 267 144 UD 024 763

Martinez, Robert A.

Puerto Ricans: White or Non White: A Study of the Paradox of Race Perceptions among Mainland Bred and Island Bred Puerto Ricans.

PUB DATE- May 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ethnicity; *Hispanic Americans; Puerto Rican Culture; *Puerto Ricans; Racial Factors; *Racial Identification; *Self Concept
IDENTIFIERS- Puerto Rico

This paper discusses the paradoxes of racial perceptions among Puerto Ricans who were born and bred in Puerto Rico and those born in the mainland United States. The first section deals with the history of different races in Puerto Rico and discusses some of the ways in which Puerto Ricans classify themselves in terms of race. In order to clarify the issues, a study was conducted in which a questionnaire was administered to 100 island born and bred and 100 mainland born and bred Puerto Ricans (50% male, 50% female), all now living in New York City. The questionnaires were in English and Spanish and focussed on issues of dating, marriage, schools, jobs, socializing and public accommodations, place of residence, and familial and personal racial identification. Results indicate that there seems to be a stronger social identification between mainland Puerto Ricans and American Blacks than between island Puerto Ricans and Blacks. All respondents classified themselves as either white or trigueno (an intermediate category), avoiding classifications of Black, Mulatto, or other. The findings on the majority of the questions were very diverse and indicated that there is a great deal of ambivalence in Puerto Ricans' racial perceptions. It appears that social, psychological, and economic factors resulting from the Americanization of migrating Puerto Ricans or the heavy Anglo-American influence on the island have contributed to these identity problems. Both the English and Spanish questionnaires are appended. (CG)

the schools and their sense that the education is inappropriate for their needs. The final section considers secondary migration, welfare disincentives, socialization problems, and psychological issues. The paper concludes with extensive appendices, which include Fresno County welfare caseloads, refugee services available, organization of services, and transcripts of letters translated into English from Hmong in Fresno County. (CG)

ED 267 157 UD 024 780

Sweeney, Michael; And Others
The Hmong Resettlement Study Site Report: Portland, Oregon.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jun 84
NOTE- 71p.; For related documents, see UD 024 774-784.
CONTRACT- HHS-600-82-0251
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adult Learning; *Asian Americans; Community Attitudes; Economic Development; *Educational Experience; *Employment Opportunities; Employment Patterns; English (Second Language); Immigrants; Job Training; Labor Market; *Land Settlement; Migration Patterns; *Refugees; Welfare Recipients; Welfare Services
IDENTIFIERS- California; *Hmong People; *Oregon (Portland)

This document reports on the resettlement of Hmong Refugees in Portland, Oregon: what their employment experiences have been, which resettlement efforts have been successful, and how current resettlement efforts could be altered to improve the Hmong's long-term adjustment. The report is part of a larger, national project on Hmong resettlement. Section I gives general information about Portland, its population, economy, employment market, welfare, housing, refugee services, and the mixed community reaction to Hmong refugees. Section II gives brief information on the size and history of the Hmong population in Portland, which was approximately 1,068 in 1983. Section III discusses employment and education issues. Section IV discusses the unique significance of Portland as a site in that it experienced an emigration of Hmong which reduced the refugee population by three-fourths. The section also summarizes the site findings, which include: (1) secondary

Evaluation; *Program Improvement; Schools of Education

This study illustrates how the concept of "direct involvement" on the part of the accrediting agency can improve the quality of higher education. "Direct involvement" is defined as action by a representative of an educational agency that resulted in some observable improvement in educational quality. Categories and examples of direct assistance are identified and described. Five case studies are presented which document actions by three regional instutitional agencies and two specialized agencies that provided enhancement of educational quality: (1) The Southern Association of Colleges and Schools and S.D. Bishop State Junior College, Mobile, Alabama; (2) The Middle States Association of Colleges and Schools and Rutgers, the State University of New Jersey; (3) The Western Association of Schools and Colleges and Long Beach Community College, California; (4) The Association of Theological Schools Institute for Theological Education Management and the Washington Theological Union, Silver Spring, Maryland; and (5) The American Psychological Association Consultation Program and the Counseling Internship Program at Towson State University, Maryland. (JD)

ED 267 056 SP 027 374

Williams, David D.

Evolution of a Public School-University Partnership.

PUB DATE- 28 Feb 86

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; *Cooperative Programs; Higher Education; Preservice Teacher Education; Program Effectiveness; *School Districts

IDENTIFIERS- *Brigham Young University UT

A consortium involving Brigham Young University (Utah) and five public school districts was formed in April 1984. The five common interests of the cooperating institutions were to: (1) improve educator preparation and inservice programs; (2) develop ways to make educational practice more congruent with research and theories about learners, the learning process, and teaching effectiveness; (3) explore the use of key schools; (4) develop strategies for

DESCRIPTORS- *Achievement Tests; *Essay Tests; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Minimum Competency Testing; *Multiple Choice Tests; *Social Studies; State Programs; *Testing Programs
IDENTIFIERS- *Alberta; Canada

This test booklet contains a two and one-half-hour achievement test in Social Studies 30, administered in June 1985. It is used as a twelfth grade diploma examination in Alberta, Canada. The multiple choice section, comprising 70 percent of the total score, contains 70 items. For the essay test, which counts toward 30 percent of the total score, students must answer one of the two given questions. Nine blank pages are provided for the rough draft, and nine lined pages are provided for the essay. (GDC)

ED 267 073 TM 850 717

Grade 12 Diploma Examination: Social Studies 30. January 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 85
NOTE- 35p.; For related documents, see TM 850 715 and TM 850 718-719.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Essay Tests; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Minimum Competency Testing; *Multiple Choice Tests; *Social Studies; State Programs; *Testing Programs
IDENTIFIERS- *Alberta; Canada

This test booklet contains a two and one-half-hour achievement test in Social Studies 30, administered in January 1985. It is used as a twelfth grade diploma examination in Alberta, Canada. The multiple choice section, comprising 70 percent of the total score, contains 70 items. For the essay test, which counts toward 30 percent of the total score, students must answer one of the two given questions. Nine blank pages are provided for the rough draft, and nine lined pages are provided for the essay. (GDC)

ED 267 074 TM 850 718

ED 267 088 TM 860 163

Hazelton, Alexander
Evaluation Results of the Statewide Assessment. Executive Summary.
Interwest Applied Research, Inc., Portland, OR.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau, Office of Education, Assessment and Research.
PUB DATE- Aug 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 10; Interviews; Mathematics Achievement; *Program Evaluation; *Program Improvement; Reading Achievement; *State Programs; State Surveys; *Testing Programs; Test Reliability; Test Use; Test Validity
IDENTIFIERS- Alaskan Statewide Assessment Program

The Statewide Assessment Program, administered by the Alaska Department of Education, tests all fourth and eighth graders in math and reading biennially. In 1985, the Department's Office of Evaluation, Assessment and Research undertook an evaluation of the assessment program to identify procedures which needed improvement and to determine the extent to which the assessment should be redesigned. In addition to the evaluation of test result use and assessment validity and reliability, the scope was enlarged to include opinion data on the quality of the program, appropriateness of tests, how the results might be used if the assessment should change, etc. This additional information was collected by a survey of district test representatives and by interviews with State legislators, State Board members, and Department of Education staff. The evaluation provided support for the following recommendations: (1) continue the statewide assessment of reading and mathematics for the fourth and eighth grade every other year; (2) add a secondary grade to the assessment of reading and mathematics, preferably the tenth grade; (3) provide school districts with voluntary writing assessments; (4) provide the state, State Board, school districts, legislature, and general public with individual district assessment results. The study questionnaires are appended. (PN)

ED 267 102 TM 860 189

Cornett, Lynn M.
Student Achievement: Test Results in the SREB States, 1985.
Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 85
NOTE- 44p.; For a related document, see TM 860 188.
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, Ga 30309 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Comparative Testing; Criterion Referenced Tests; Educational Assessment; Educational Trends; Elementary Secondary Education; *Interstate Programs; National Norms; Norm Referenced Tests; State Boards of Education; State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *Southern Regional Education Board; United States (South)

The Chief State School Officers of the Southern Regional Education Board (SREB) have adopted a recommendation calling for comparable state measures of educational progress through multiple indicators, including student achievement. Current state criterion-referenced testing programs provide information regarding specific student skills and progress toward standards; nationally-normed tests provide comparative data for many grade levels and for multiple subject areas. This document contains summaries of state testing programs and test results for the SREB states, compiled from information provided by the State Department of Education in each state. The 15 SREB states include: (1) Alabama; (2) Arkansas; (3) Florida; (4) Georgia; (5) Kentucky; (6) Louisiana; (7) Maryland; (8) Mississippi; (9) North Carolina; (10) Oklahoma; (11) South Carolina; (12) Tennessee; (13) Texas; (14) Virginia; and (15) West Virginia. The summaries contain a brief description of the testing program of each state (mandate, purpose, subject, and grade levels) and a discussion of state-developed criterion-referenced tests, nationally-normed tests, and trends in student achievement. (PN)

Evaluation; Research Problems; *Theories; Training Methods
IDENTIFIERS- *Change Analysis; *Process Analysis

Hypothesis generation and testing is outlined as an additional domain for program evaluators. Program evaluation involves a thorough analysis of the processes that contribute to change (or a lack of change) among program recipients. This process of change is analyzed in two ways: (1) treating programs as naturally occurring field studies; and (2) using a theoretical perspective to guide the evaluation. This paper examines the ways in which these two methods can be applied (and the benefits resulting from such application) drawing examples from an evaluation of a private sector group awareness training program. A model to conceptualize change hypothesizes that much behavior change is a function of (1) predisposing variables (e.g. readiness for change, stress factors, extent to which one's social network is supportive of change); (2) process variables (e.g. program participation, commitment, cognitive restructuring of past events); and (3) maintenance variables (e.g. extent to which change is consistent with one's self-concept, one's attributions for change). The use of a guiding theoretical perspective and structural equation modeling, in addition to the treatment of programs as naturally occurring experiments, enables evaluators to continue to make contributions to issues concerning program effectiveness. (PN)

ED 267 117 TM 860 209

Novak, Carl D.
A Systematic Procedure for Setting Evaluation Team Priorities.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Evaluation Needs; *Evaluation Problems; Evaluators; Interrater Reliability; Models; *Needs Assessment; *Program Evaluation; *Resource Allocation; School Activities; School Districts; Weighted Scores
IDENTIFIERS- Lincoln Public Schools NE; *Multi Attribution Utility

ED 267 131 UD 024 741

Refugee Mental Health and Social Adjustment. A Selected Bibliography (1982) and Supplement (1984).

Refugee Policy Group, Washington, DC.

PUB DATE- Jun 84

NOTE- 11p.; For related document, see ED 214 404.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Acculturation; *Asian Americans; *Mental Health; *Refugees; *Social Adjustment

IDENTIFIERS- Southeast Asians

These bibliographies list resources on the mental health and social adjustment of refugees. A majority of the cited references are specifically about Southeast Asian refugees. Each citation includes author, title, date of publication, and the name of the publisher or organization through which it is available. Books, journal articles, and pamphlets or papers produced by a variety of organizations are included. The supplement is organized by topic: (1) mental health problems and needs of refugees; (2) models for delivering mental health services; (3) indigenous refugee medical practices and beliefs; (4) roles and training of mental health paraprofessionals; and (5) coordination between refugee and mental health services. (CG)

ED 267 132 UD 024 750

Immigrant Pupils at the Senior Level of Compulsory School and in Upper Secondary School.

National Swedish Board of Education, Stockholm.

PUB DATE- 85

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 267 145 UD 024 767

Smith, James P.
Black Poverty: Past and Future.
Rand Corp., Santa Monica, Calif.
REPORT NO.- Rand-P-7129
PUB DATE- Aug 85
NOTE- 8p.; Published Op-Ed Contribution, Los Angeles Times, July 25, 1985.
AVAILABLE FROM- Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Education; *Blacks; Educational Attainment; Government Role; Outcomes of Education; *Poverty; Socioeconomic Influences; *Socioeconomic Status; Urban Education; Welfare Services
IDENTIFIERS- *Economic Trends

The current debate over cutbacks in social programs for the black poor tends to overlook two fundamental realities. First, there has been a significant, long-term reduction in the number of black poor. Although black poverty remains at unacceptably high levels, a majority of blacks are now members of the middle class. Several factors have contributed to this advance, but the dominant one was dramatic improvement in the quality of black education. This resulted largely from Southern black migration to the better schools of the North and from the overall rise in the quality of Southern schools. Now that these trends have run their course, further improvement in black schooling depends critically on what takes place in urban balck schools of the North. By concentrating on the merits of the "safety net" of social programs, all sides are running away from the real issue of school quality. Further reductions in black poverty will not materialize unless we deal with the problems in our nations' black schools. (KH)

ED 267 146 UD 024 769

Rosenfeld, Stuart A.
Education in the South: Selected Indicators of Performance.

migration from Oregon to California has significantly affected the Portland Hmong community; (2) the Hmong desire economic self-sufficiency and feel that public assistance should be tied to employment; (3) despite a poor economy, many families have at least one employed member; (4) the Hmong feel they have not benefited from employment services and mostly have found jobs through community networks; (5) there are few vocational or job training opportunities and they feel that ESL should be closely tied to job training; and (6) high school students have difficulty graduating and are not receiving adequate vocational training. (CG)

ED 267 158 UD 024 781

Downing, Bruce T.; And Others
The Hmong Resettlement Study Site Report: Minneapolis-St. Paul.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 30 Apr 84
NOTE- 102p.; For related documents, see UD 024 774-784.
CONTRACT- HHS-600-82-0251
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adult Learning; *Asian Americans; Community Attitudes; Economic Development; *Educational Experience; *Employment Opportunities; Employment Patterns; English (Second Language); Immigrants; Job Training; Labor Market; *Land Settlement; Migration Patterns; Refugees; Welfare Recipients; Welfare Services
IDENTIFIERS- *Hmong People; *Minnesota (Minneapolis); Minnesota (Saint Paul)

This document reports on the resettlement of Hmong refugees in Minneapolis-St. Paul, Minnesota: what their employment experiences have been, which resettlement efforts have been successful, and how current resettlement efforts could be altered to improve the Hmong's long-term adjustment. The report is part of a larger, national project on Hmong resettlement. Much of the data was gathered through personal interviews with Hmong and individuals working with them in Minneapolis-St. Paul. Section I gives general information about the Twin Cities, their general population, other minority groups, economic base, employment climate, welfare, housing, refugee services, and community reaction to the Hmong.

attracting highly capable students into the education profession; and (5) coordinate research activities and program evaluation. Although the long term success of the consortium has not yet been evaluated, some progress has been made already. Task forces have been formed in the areas of administrator preparation, teacher preparation, gifted and talented, guidance and counseling, special education, foreign language, and research and evaluation, and projects are emerging from these task forces. (CB)

ED 267 057 SP 027 377

Gardiner, Dickinson
Control Ideology: Implications for Curriculum Change.
PUB DATE- Oct 80
NOTE- 21p.; Paper presented at the Journal of Curriculum Theorizing Conference (Airlie, VA, October, 1980).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Sociology; *Educational Theories; Elementary Secondary Education; *Student Behavior; Teacher Behavior; *Teacher Student Relationship; *Theory Practice Relationship

This paper examines, through reviews of research and current literature, the teacher pupil control ideology within the social context of school. An orientation to curriculum change is presented, and the concept of pupil control ideology is introduced. Pupil control ideology is examined in relation to teacher orientation to curriculum change, and several implications developed from the pupil control perspective are presented and discussed. (CB)

ED 267 058 SP 027 378

Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education. Volume XI.

Grade 6 Social Studies Achievement Test. Part A: Multiple Choice.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 85
NOTE- 32p.; For related documents, see TM 850 715 and TM 850 717-719.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Foreign Countries; Grade 6; Intermediate Grades; *Multiple Choice Tests; *Social Studies; State Programs; *Testing Programs
IDENTIFIERS- *Alberta; Canada

This test booklet contains 50 multiple choice items testing sixth grade social studies achievement. The test was administered by the Alberta (Canada) Department of Education in June 1985. The items concern early civilizations, Southeast Asia, and regulation by the government. Fifty minutes are allowed to complete this test. (GDC)

ED 267 075 TM 850 719

Grade 6 Social Studies Achievement Test. Part B: Written Response.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 85
NOTE- 11p.; For related documents, see TM 850 715 and TM 850 717-718.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Constructed Response; Cultural Awareness; *Essay Tests; Foreign Countries; Grade 6; Intermediate Grades; *Social Studies; State Programs; *Testing Programs
IDENTIFIERS- *Alberta; *Asia (Southeast); Canada; Short Answer Tests

This test booklet contains items testing sixth grade social studies achievement. The test was administered by the Alberta (Canada) Department of Education in June 1985. Ten short-answer items are included, as well as an essay question. Three pages are allowed for the essay question, and forty minutes are allowed to complete the entire test. The questions concern the differences between Canadian and Southeast Asian families. (GDC)

ED 267 089 TM 860 164

McBride, James R.
Computerized Adaptive Testing: An Overview and an Example.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Adaptive Testing; Comparative Testing; *Computer Assisted Testing; Difficulty Level; Elementary Education; *Elementary School Mathematics; Grade 6; Intermediate Grades; Mathematics Achievement; *Mathematics Tests; *Microcomputers; Testing Programs
IDENTIFIERS- California; California Comprehensive Assessment System; *Computerized Adaptive Mathematics Locator; Paper and Pencil Tests; Stanford Achievement Tests

The advantages of computerized adaptive testing are discussed, and an example illustrates its use in sixth grade mathematics. These tests are administered at a computer terminal, and the test items to be administered are selected according to the difficulty level appropriate to the individual's ability. Tailoring increases the psychometric efficiency of the test by providing the same precision as a traditional test, using half as many items. Scoring is immediate and the administration procedures are easily standardized. Five essential components are the test theory, item bank, strategy, delivery system, and research. The feasibility of the Computerized Adaptive Mathematics Locator (CAML) was studied in 137 California sixth-graders. This project was part of the development of the Comprehensive Assessment System, considered as a replacement for the California Assessment Program. From a 200-item mathematics item bank, each student was given a 30-item test on the school's microcomputer, generally an Apple II. Data analysis is not yet completed. Other potential applications include military personnel aptitude testing, large-scale basic skills or minimum competency testing, diagnosis, and placement testing. (GDC)

ED 267 090 TM 860 166

Sternberg, Robert J.
Components of Verbal Intelligence. Final Report.

ED 267 103 TM 860 190

Hurteau, Marthe; Nadeau, Marc-Andre.
The Pros and Cons of Responsive Evaluation.
PUB DATE- Oct 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Methods; Feedback; *Formative Evaluation; Interviews; Labor Relations; Literature Reviews; *Models; Postsecondary Education; Professional Continuing Education; *Program Evaluation; *Program Improvement; *Summative Evaluation
IDENTIFIERS- *Responsive Evaluation

The responsive model of evaluation has been seen as an alternative to formal evaluation models. This model was used for the evaluation of a Certificate in Industrial Relations program in a Quebec French university. This study focused on two main objectives: first, the local utility of the program being assessed, along with the major problems encountered by the administrators; and second, identifying the advantages and limits of the model by comparing them to those reported in the literature. Regarding the first objective, the rich, detailed and pertinent information enabled the evaluator to sketch out a portrait of the situation. The evaluation results and findings were transformed into specific recommendations to improve the program. Concerning the second objective, several advantages and limits cited in the literature were confirmed and new ones were found. Specific recommendations on the use of the responsive model included: (1) use of an evaluation contract; (2) disseminate information as to the evaluation process and product; (3) involve a specialist to corroborate data; and (4) use constant feedback as an essential condition not only to responsive evaluation but also to all evaluative approaches. (Author/PN)

ED 267 104 TM 860 191

Mueller, Marsha R.; Krueger, Richard A.
Qualitative Evaluation from a Utilization Focused Perspective: The Minnesota Experience.
PUB DATE- 18 Oct 85
NOTE- 14p.; Paper presented at the Joint Meeting of Evaluation

Technology Approach

The evaluation team of the Lincoln Public Schools (Nebraska) used the multi-attribution utility technology (MAUT) approach to prioritize potential evaluation projects. The priorities were used to allocate resources to the district's most important projects, and to eliminate or scale down less important projects. The problem was caused initially when the number of projects to be evaluated doubled, while the evaluation staff decreased by one-fourth. The MAUT procedure included six steps: (1) compiling a list of potential projects; (2) identifying stakeholders, starting with the evaluators; (3) identifying and categorizing the attributes of evaluation team projects--educational significance, project breadth, potential impact of the evaluation, political impact of the project on the district, project feasibility, and degree of match between project requirements and evaluators' mission; (4) assigning weights to the attributes; (5) assigning locating points to each attribute for each project; and (6) aggregating the location scores to determine the composite priority score for each project. The procedure was used to prioritize 55 project evaluations. Although the results were satisfactory, the procedures were fairly complex. Suggestions for continuing use of the procedure include the involvement of a wider group of stakeholders. (GDC)

ED 267 118 TM 860 210

Chang, Moon K.
Test Anxiety and Academic Achievement.
PUB DATE- Jan 86
NOTE- 11p.; Paper presented at the Second Regional Conference on University Teaching (Las Cruces, NM, January 9-10, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Attention; Cognitive Processes; Grades (Scholastic); Higher Education; Literature Reviews; Memorization; *Problem Solving; Recall (Psychology); *Scores; *Study Habits; *Test Anxiety; Testing Problems
IDENTIFIERS- *Retrieval (Memory)

Undoubtedly test anxiety is a troublesome condition found to be prevalent today among college students. Over the years various attempts have been made to explore how test anxiety influences

Collected Works - Serials (022)
DESCRIPTORS- *Bilingualism; Bilingual Teachers; Educational Environment; Finnish; Foreign Countries; *Immigrants; *Native Language Instruction; Secondary Education; *Second Language Learning; *Swedish; Teacher Education; Teacher Workshops
IDENTIFIERS- *Sweden

This newsletter reports on a project concerning the linguistic development of immigrant children in Sweden in upper secondary school. The project is part of an extensive program on immigrant children's schooling and attainment of bilingualism conducted by the SPRINS Group at the University of Goteborg (SPRINS in Swedish represents "linguistic development of immigrant children in Sweden"). The aim of the project is to gather information on the content and quality of teaching the native language and Swedish as a second language. A student survey begun in 1980 laid the foundations of comprehensive documentation concerning the educational progress of individual immigrant pupils from the senior level of compulsory school to higher education or the employment sector. Individualized pupil followup is being planned. Analyses of reports and experience have shown that students need to be taught Swedish based on their linguistic and cultural backgrounds and on their individual language learning situations. For most students, this is best accomplished through deliberate teaching of a separate subject. The theory of Swedish as a second language is part of teacher education, but the methodological aspect of the subject has hardly begun to be addressed. The SPRINS Group projects include seminars for experienced teachers of Swedish as a second language and nationwide conferences with researchers and practitioners. Research projects, both present and planned, focus on elective options for pupils, immigrants' vocabularies, the environment of the upper secondary school, and bilingual instruction of Finnish students at the senior level. (CG)

ED 267 133 UD 024 752

Caplan, Nathan; And Others
Southeast Asian Refugee Self-Sufficiency Study. Final Report.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jan 85
NOTE- 287p.
CONTRACT- HHS-100-81-0064

Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- Mar 85
NOTE- 17p.
AVAILABLE FROM- Southern Growth Policies Board, Box 12293, Research Triangle Park, NC 27709 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; College Admission; College Bound Students; *College Entrance Examinations; *Educational Attainment; Educational Finance; Educational Improvement; *Educational Quality; Graduation Requirements; High School Graduates; High Schools; *School Holding Power; State School District Relationship; State Standards; Student Characteristics
IDENTIFIERS- American College Testing Program; *Scholastic Aptitude Test; *United States (South)

This paper analyzes college entrance examinations and graduation rates as indicators of the quality of education and of school systems in the South. The following implications and conclusions are discussed: (1) Scholastic Aptitude Tests (SATS) were designed to measure outcomes for students intending to continue on to higher education and thus are not representative of the entire student body. (2) The percent, characteristics, and resources of those students taking the SATs in each state are influenced by state policies and local practices. Greater expenditures are associated with higher average scores, suggesting that there are returns to investments in education. (3) Policies of state colleges and universities designed to restrict or increase access can also influence the number and composition of students taking the SAT and their aggregate scores. (4) Graduation rates measure only the retention rate of the school, not the quality of education. (5) Raising educational standards may drive some youth out of school, thus lowering graduation rates. (6) The same educational inputs do not necessarily achieve the same outputs because of differences among students. (7) It is difficult to measure actual improvement of districts and states due to the changing standards. (8) Reforms aimed at affecting the outcomes of high school students must be long term, and effects must be traced back through the entire educational system. (CG)

ED 267 147 UD 024 770

Section II gives brief information on the size and history of the Hmong population in the Twin Cities, which was estimated at approximately 8,252 in 1982. Section III discusses employment, welfare dependence, job training and education for adults, public school education, and English-as-a-second-language for adults. Section IV discusses the unique features of the Twin Cities as a Hmong resettlement area in that Hmong are the primary refugee group in the area and thus services have been specially geared toward their needs. Section V discusses the future of the Hmong in Minneapolis-St. Paul, their goals, likelihood of secondary migration, and possibility of repartriation. In general, the mood of the Hmong community in the Twin Cities is one of frustration and depression. (CG)

ED 267 159 UD 024 782

Downing, Bruce T.
The Hmong Resettlement Study Site Report: Dallas-Fort Worth, Texas.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 30 Apr 84
NOTE- 66p.; For related documents, see UD 024 774-784.
CONTRACT- HHS-600-82-0251
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adult Learning; *Asian Americans; Community Attitudes; Economic Development; *Educational Experience; *Employment Opportunities; Employment Patterns; English (Second Language); Immigrants; Job Training; Labor Market; *Land Settlement; Migration Patterns; Refugees; Welfare Services
IDENTIFIERS- *Hmong People; *Texas (Dallas); Texas (Fort Worth)

This document reports on the resettlement of Hmong refugees in Dallas-Fort Worth, Texas: what their employment experiences have been, which resettlement efforts have been successful, and how current resettlement efforts could be altered to improve the Hmong's long-term adjustment. The report is part of a larger, national project on Hmong resettlement. Much of the data was gathered through personal interviews with Hmong and individuals working with them in Dallas-Fort Worth. Section I gives general information about the area, the population, economic base,

Illinois State Board of Education, Springfield.
PUB DATE- 1 Jul 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Certificates; *Higher Education; School Personnel; *State Programs; Teacher Certification; *Teacher Education
IDENTIFIERS- *Illinois

This directory lists state approved programs for the preparation of education personnel in Illinois. Addresses, telephone numbers, and contact persons for each institution are listed. The directory presents programs in terms of: (1) alphabetical listing of recognized institutions and approved programs; (2) approved early childhood education certificate programs; (3) approved elementary certificate programs; (4) approved secondary certificate programs; (5) approved special certificate programs; (6) approved special education areas for the special certificate; (7) approved school service personnel certificate programs; (8) approved administrative credit certificate programs; (9) approved transitional bilingual certificate programs; and (10) geographic location of Illinois institutions recognized for teacher education. (CB)

ED 267 059 SP 027 379

Seifert, Edward H.
Teacher Induction Strategies.
PUB DATE- 28 Feb 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Teacher Characteristics; Teacher Effectiveness; *Teacher Orientation; *Teacher Recruitment
IDENTIFIERS- *Beginning Teacher Induction

The induction of teachers into the organization is a much discussed, but often neglected process. This presentation discusses the reform movement in teacher education and its effect on

ED 267 076 TM 850 733

Geisser, Seymour
Opera Selecta Boxi. Technical Report No. 453.
Minnesota Univ., Minneapolis. School of Statistics.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Jul 85
NOTE- 28p.
GRANT- NIH-GM25271
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; Psychometrics; *Researchers; Research Methodology; *Statistical Analysis; *Statistical Data; Statistical Distributions; *Statistical Studies
IDENTIFIERS- *Applied Statistics; Nonlinear Models; Response Model; Robustness

This document reviews "The Collected Works of George E. P. Box," edited by G. C. Tiao. The two-volume collection is divided into five parts. Each part is prefaced with an introduction by a statistical researcher giving his view of the motivation and highlights of the papers presented. The 16 papers in Part 1 on statistical inference, robustness and modeling strategy are preceded by a summary by S. M. Stigler. Part 2 features 14 papers on experimental design and response surface methodology, introduced by B. H. Margolin, explaining Box's explorations of response surfaces. In Part 3, Box's efforts in time series analysis and forecasting are summarized by C. W. J. Granger. The set of papers in Part 4 is a collection of Box's works in the derivation of distributions, transformations, functional relationships and non-linear models. I. Guttman presents a comprehensive summary of the included 13 papers. Part 5 features 10 papers on the application of statistics. The introduction by R. D. Snee discusses Box's expository clarity. This study of Box's contributions indicated simultaneous progress on many fronts, with the bulk exhibiting a combination of theoretical and methodological aspects geared towards solving problems in technology and applied science. (PN)

ED 267 077 TM 850 738

Yale Univ., New Haven, Conn. Dept. of Psychology.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 30 Dec 85
NOTE- 91p.; Small print throughout document.
CONTRACT- N0001483K0013
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Cognitive Processes; *Concept Formation; Context Clues; Deduction; Higher Education; Induction; Intelligence; Knowledge Level; *Language Processing; *Learning Theories; Logical Thinking; Secondary Education; *Verbal Ability; *Verbal Learning; *Vocabulary Development

A theory of the components of verbal intelligence is developed and tested in this series of experiments. After reviewing alternative theoretical frameworks for understanding verbal intelligence, a componential theory of verbal comprehension is proposed. This theory specifies the information-processing components, context cues, and mediating variables underlying acquisition of word meanings from context. A number of experiments testing and supporting the theory are described, including experiments involving both internal and external context. Subjects include high school students, college students, and adults. Instructional experiments are also described. It is concluded that the theory is well supported by the data, and that it can serve as a useful basis for training people in how to learn word meanings from context. When the theory is extended to novel kinds of concepts as well, it is shown that the learning of novel concepts involves an interaction between linguistic and conceptual unfamiliarity. Experiments on causal inference involving verbal versus symbolic-abstract materials show that although a core of logical operations is applied to both verbal and abstract materials, special processes are involved when people reason about meaningful verbal materials. A list of other publications from 1982-1985 supported wholly or in part by this contract is also included. (Author/GDC)

ED 267 091 TM 860 167

Marsh, Herbert W.; Balla, John R.
Goodness-of-Fit Indices in Confirmatory Factor Analysis: The Effect

Research Society and Evaluation Network (Toronto, Canada, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Evaluation Methods; *Evaluation Needs; *Evaluation Utilization; *Information Needs; Interviews; Needs Assessment; Postsecondary Education; Program Development; Program Evaluation; *Regional Programs; Research Utilization; *Rural Extension; Surveys
IDENTIFIERS- *Focus Groups Approach; *Minnesota; Qualitative Research

Two evaluation projects conducted for the Minnesota Agricultural Extension Service are examined from a user-focused perspective: (1) a needs assessment of large scale commercial farmers for program development by the Office of Special Programs; and (2) a review of the extension programs in Nicollet County. Each incorporated the focus group method as part of the project design. The studies are different in scope, design and the extent to which user-focused evaluation principles were considered. The first study used focus group interviews following a large scale quantitative survey in a county region of the state. The second study was designed to look at one county and the focus group procedure was the major information gathering technique. The "Personal Factor" continues to appear to be a most critical factor in utilization. When stakeholders need and want information for a specific purpose, the chances of future use are greatly enhanced. Limited county level studies may tend to result in greater immediate utilization than do the state wide or regional studies due to the more situationally specific nature and the fact that a particular environment is targeted. Investments of time and resources tend to correlate with utilization. The use of qualitative procedures appears to depend on situational factors. (PN)

ED 267 105 TM 860 192

Navon, David; Miller, Jeff
The Role of Outcome Conflict in Dual-Task Interference. ICS Report 8601.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

academic achievement. This paper discusses the extent to which test anxiety affects academic achievement of college students, and the techniques found to be effective in reducing test anxiety and in increasing academic performance in the test situation. Test anxiety is described conceptually as two separate but covaried components of worry and emotionality. Consequently, treatments have been designed to reduce both discomfort of emotionality and the cognitive interference of worry simultaneously. It appears that any type of treatment would seem to reduce self-reported emotional aspect of test anxiety; however, changing student's academic performance is another matter. Supplying the anxious students with improved study techniques and with effective problem solving heuristics to replace unproductive worry seem to work best. Although research results are not conclusive, it appears that multimodal approaches are the most desirable to reduce test anxiety and increase academic achievement of college students. Three pages of references conclude the report. (PN)

ED 267 119 TM 860 211

Aftanas, Marion S.
Types of Standard Systems and Categories of Measurement.
PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Achievement Tests; Attitude Measures; Classification; *Individual Psychology; *Measurement; *Measurement Objectives; Measurement Techniques; Self Concept Measures; *Standards; *Theories

The term measurement has been used in a number of different sub-areas of psychology without an explicit recognition of the commonalities and potential differences in measurement characteristics. Analysis of these measurement situations reveals that the one common factor is that a mechanism or discriminative process, that is a standard system of measurement, is invariably used to identify magnitudes. A standard system is any mechanism or discriminative process that can indicate magnitude or differences between magnitudes. Three types of standard systems can be

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Economic Opportunities; *Economic Status; Employment Services; *English (Second Language); *Family Characteristics; *Family Financial Resources; Immigrants; Job Training; Laotians; Poverty; *Refugees; Vietnamese People; *Welfare Services
IDENTIFIERS- Southeast Asians

This study on the economic self-sufficiency of the Southeast Asian refugee household was conducted in order to gather information on the economic status of these refugees, the factors that contribute to self-sufficiency, and refugees' needs for services. A survey of 1,384 households of Vietnamese, Sino-Vietnamese, and Lao refugees who arrived in the United States after October 1978 was conducted. Interviews were held in the Fall of 1982 in five sites: Boston, Chicago, Houston, Seattle, and Orange County, California. It was found that Southeast Asian refugees have made steady progress in climbing out of dependency on transfer income and increasing their standard of living in relation to the official poverty level and that there is every indication that they will continue to progress in a positive direction. Virtually all the refugees studied relied on cash assistance at the beginning of their stay; dependency is apparently not by choice. Factors that were found to be important in the families' levels of self-sufficiency were household size and composition, the refugee community as a source of support, and participation in and effectiveness of English language programs and employment service programs. The study report contains extensive and detailed information on the design, implementation, and results of the study and uses many tables and charts to illustrate or present the information. (CG)

ED 267 134 UD 024 753

Opportunities for Self-Sufficiency for Women in Poverty. Twenty-Fifth Report by the Committee on Government Operations Together with Dissenting Views.
Congress of the U. S., Washington, D. C. House Committee on Government Operations.
REPORT NO.- House-R-99-459
PUB DATE- 31 Dec 85
NOTE- 56p.
LANGUAGE- English

Sparks, Mary; Markowitch, Anne

Tracking Federal Dollars. Categorical Grants, Block Grants, and the Issue of a Fair Share for the Poor of Illinois.

Hull House Association, Chicago, Ill.

SPONS. AGENCY- Chicago Dept. of Human Services, IL.; Joyce Foundation, Chicago, IL.

PUB DATE- May 85

NOTE- 91p.; Document contains small, light type.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Block Grants; *Categorical Aid; *Federal Aid; *Poverty; *Resource Allocation; Social Services

IDENTIFIERS- *Illinois

This study tracks Federal block grant monies and their impact on the poor of Illinois. The hypothesis prompting the study was that the state has distributed a smaller proportion of its Federal block grant funds to those counties with the highest proportion of the state's poor as compared with the proportional distribution of Federal dollars under categorical programs. Six of the nine grants allocated by Congress were studied: home energy assistance, community services, maternal and child health, preventive health and health services, mental health and drug abuse, and Title XX - social services. The major findings were: (1) The 28 counties studied comprise 80.6% of the poverty population of the state and received only 66.9% of the Federal funds under the block grant system, compared to 69.8% under the Federal categorical system. (2) Overall, from 1980 to 1984, there were no significant advances toward a fair share for the 15 counties with the largest proportion of poor, either under a categorical or block grant system. (3) While most of the counties studied fall into the fair share range, some received more than their fair share while others received less. (4) Of the two counties having the highest proportion of poor, Cook County fared worse in the block grant years than in the categorical years, a negative difference of 5.5% while St. Clair improved in the block grant years, a positive difference of 1.0%. The body of the report presents and analyzes tables of data comparing and contrasting the two forms of grants. (CG)

ED 267 148 UD 024 771

Grubb, W. Norton; And Others

employment possibilities, welfare, housing, refugee services, and community relations. Section II gives brief information on the size and history of the Hmong population in Dallas-Fort Worth, which was estimated at approximately 360 in 1983. Section III describes employment (between 90 and 98% employed), economic self-sufficiency, welfare dependence, job training, education, and adult English-as-a-second-language programs. Section IV summarizes the findings specific to the Dallas-Fort Worth site, which include: (1) a very high level of employment and two-income families, meaning relative economic prosperity; (2) low rate of dependence on public assistance and refugee programs; (3) high rate of home ownership; and (4) a high percentage of young people completing high school and continuing on to higher education. The most serious problem found was the failure of some adults to learn English. The future of the Hmong in Dallas-Fort Worth looks generally positive and, aside from the language problem, is an example of a successful resettlement experience. (CG)

ED 267 160 UD 024 783

Downing, Bruce T.
The Hmong Resettlement Study Site Report: Fort Smith, Arkansas.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 30 Apr 84
NOTE- 74p.; For related documents, see UD 024 774-784.
CONTRACT- HHS-600-82-0251
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adult Learning; *Asian Americans; Community Attitudes; Economic Development; Educational Experience; *Employment Opportunities; Employment Patterns; English (Second Language); Females; Immigrants; Job Training; Labor Market; *Land Settlement; Migration Patterns; *Refugees; Welfare Services
IDENTIFIERS- *Arkansas (Fort Smith); *Hmong People

This document reports on the resettlement of Hmong refugees in Fort Smith, Arkansas: what their employment experiences have been, which resettlement efforts have been successful, and how current resettlement efforts could be altered to improve the Hmong's long-term adjustment. The report is part of a larger, national recruitment of students into the teaching profession; the "common sense" fallacies that guide the beginning teacher and how to cope with those fallacies; and the practical strategies that provide help in teacher recruitment, induction, and retention. Evidence is presented showing that teacher education candidates compare favorably in all areas of academic pursuit with students entering most other professional schools. (Author/JD)

ED 267 060 SP 027 381

Ochs, Beverly J.
Eastern Illinois University Beginning Teacher Assistance Program.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; College School Cooperation; Higher Education; *Program Development; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

Eastern Illinois University's Beginning Teacher Assistance Program became effective Fall, 1985 for all graduates of the university who are currently employed as beginning teachers in the state of Illinois. Detailed information on all steps involved in the full operation of the program is presented. This program will provide Eastern faculty for consultation and professional services to assist the beginning teacher and his/her immediate supervisor in planning a program of support in analyzing, understanding, or resolving any areas of concern during the initial year of teaching. Beginning teacher assistance seminars are also scheduled for the beginning teachers throughout the state. These follow-up seminars provide teachers with the opportunity to discuss their experiences during their first classroom assignment and may help identify where they may like additional assistance. A set of announcement letters and other publicity materials, as well as registration, evaluation, and other forms pertaining to the program are appended. (Author/JD)

ED 267 061 SP 027 382

Hilton, Thomas L.
National Changes in Spatial-Visual Ability from 1960 to 1980.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-27
PUB DATE- Jun 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Trends; Grade 12; High Schools; *High School Seniors; Individual Differences; *Longitudinal Studies; National Surveys; Reading Skills; Reading Tests; Sex Differences; *Spatial Ability; *Visualization; Visual Measures
IDENTIFIERS- *High School and Beyond (NCES); *Project TALENT

In both 1960 and 1980, the same test of spatial-visual ability was given to national probability samples of high school seniors in the United States. The students in 1960 were participants in Project TALENT and in 1980 were participants in "High School and Beyond." In addition, a reading comprehension test was given to the 1960 students that subsequently was equated to a similar reading test given to the 1980 seniors. In 1960 the males had substantially higher scores in visualization and slightly higher scores in reading. Between 1960 and 1980 all means scores declined but substantially more so in visualization. However, the gap between males and females narrowed, particularly in visualization. In the absence of a clear explanation, the report attributes the general decline primarily to less student attrition in 1980 and the differential decline to convergence in the experiences of males and females. (Author)

ED 267 078 TM 860 143

Wang, Margaret C., Ed.
Temperament and School Learning. Papers presented at a Symposium at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
REPORT NO.- LRDC-1985/25
PUB DATE- 85
NOTE- 146p.

of Sample Size.
PUB DATE- 26 Feb 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Elementary Secondary Education; *Factor Analysis; *Goodness of Fit; Hypothesis Testing; *Mathematical Models; Questionnaires; *Sample Size; Self Concept Measures; Statistical Studies; Student Evaluation of Teacher Performance
IDENTIFIERS- *Confirmatory Factory Analysis; *LISREL Computer Program; Self Description Questionnaire; Students Evaluation of Educational Quality

This investigation examined the influence of sample size on different goodness-of-fit indices used in confirmatory factor analysis (CFA). The first two data sets were derived from large normative samples of responses to a multidimensional self-concept instrument and to a multidimensional instrument used to assess students' evaluations of teaching effectiveness. In the third set, data were simulated and generated according to the model to be tested. In the fourth, data were simulated and generated according to a three-factor model that did not have a simple structure. Twelve fit indicators were used to assess goodness-of-fit in all CFAs. All analyses were conducted with the LISREL V package. One-way ANOVAs and a visual inspection of graphs were used to assess the sample size effect on each index for the four data sets. Despite the inconsistency of the findings with previous claims, the results are consistent with the observation that the amount of random, unexplained variance varies inversely with sample size. Appendices include a set of computed statements, an explanation and listing of the 12 goodness-of-fit indicators, a bibliography, a table of results, and figures showing sample size effect. (Author/LMO)

ED 267 092 TM 860 168

Handbook for General Educational Development (GED) Examiners.
California State Dept. of Education, Sacramento.
PUB DATE- 84
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB DATE- Jan 86
NOTE- 38p.
CONTRACT- N00014-85-K-0313
GRANT- PHS-MH40733
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Conflict; Higher Education; Performance Factors; *Reaction Time; *Task Analysis; Undergraduate Students; Visual Measures; *Visual Perception
IDENTIFIERS- *Intertask Interference

The traditional explanation for dual-task interference is that tasks compete for scarce processing resources. Another possible explanation is that the outcome of the processing required for one task conflicts with the processing required for the other task. To explore the contribution of outcome conflict to task interference, this paper describes two experiments with college undergraduates that manipulate the relatedness of tasks. Experiment 1 found that the difficulty of the individual tasks is not the only determinant of how much they will interfere when combined, and that there must be substantial interactions between processes carrying out the two tasks. Experiment 2 found that although between-category search was more efficient than within-category search in single tasks, it was less efficient in dual tasks. There appears to be significant task interactions due to the confusability emerging when the nontargets of one task belong to the same category as the targets of the concurrent task. In addition, the congruence of target presence or absence on the two channels was found to have a sizeable effect. Four potential sources of outcome conflict are discussed. (Author/PN)

ED 267 106 TM 860 193

Student Achievement in New York State, 1984-85.
New York State Education Dept., Albany. Div. of Educational Testing.
PUB DATE- Jan 86
NOTE- 22p.; Tables and figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Educational Trends; Elementary Secondary Education; Graduation Requirements; Minimum Competency Testing; National Norms; *National Programs; Reading Tests; Scores; *State Departments of Education; *State

identified in psychology: the human, or elementary; the devised; and a dual process type. In addition, measurement situations may be differentiated in terms of different identifying characteristics or through differences in the way the standard system denotes the attribute being measured. Measurement may be identified in seven categories. Explicit identification of these categories of measurement in psychology and the elements of the measurement process allows for systematic comparison between the categories. They may be shown to differ to some extent in terms of denotability of the characteristic under consideration, the operating features of the standard system, the way in which metric or numerical information is derived, and the type of procedures used to evaluate measurement accuracy. (Author/PN)

ED 267 120 TM 860 212

Bliss, Leonard B.
Item Analysis and Report of Student Skills of Elementary School Students. Virgin Islands of the United States Public School Basic Skills Achievement Survey. Technical Report #3.
PUB DATE- Jan 84
NOTE- 117p.; For related documents, see ED 227 150 and ED 243 964. Some pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Basic Skills; Elementary Education; Evaluation Methods; Grade 2; Grade 4; Grade 6; *Item Analysis; Language Skills; Mathematics Skills; Reading Skills; Standardized Tests
IDENTIFIERS- *Stanford Achievement Tests; *Test of Academic Skills

A sample of slightly over 1500 students from even numbered grades in public schools in the U.S. Virgin Islands were given the 1973 edition of the Stanford Achievement Test (in grades 2, 4, 6, and 8) and the Test of Academic Skills (in grades 10 and 12) in an attempt to assess student academic achievement in the basic skill areas of mathematics, reading, and English Language. Technical Report 1 detailed the procedures used in test selection, sampling, and test administration. Technical Report 2 reported the results of the analysis of scores for secondary students (grades 8, 10, and 12) including an item analysis and summary skills on all objectives. This report describes Phase III of the data analysis which involves a detailed item analysis of each item on each test given to the

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Day Care; *Employment Programs; Federal Programs; *Females; *Heads of Households; *One Parent Family; *Poverty; Self Help Programs; *State Programs; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children

This report details findings of the Intergovernmental Relations and Human Resources Subcommittee concerning the strengths and weaknesses of current and proposed Aid to Families with Dependent Children (AFDC) work programs for promoting self-sufficiency among poor women; the role of support services such as day care; successful innovations in State and local welfare employment and training programs; and directions for future welfare-employment policy. This study was initiated because of the increase of single female heads of household and the general trend towards a feminization of poverty. The report offers the following findings: (1) Most women on AFDC wish to be self-sufficient but face obstacles such as inadequate day care, poor education and training, and poor employment opportunities. (2) Many States have initiated experimental programs to assist AFDC recipients to find a way out of poverty. Maine's Welfare, Employment, Education, and Training Program (WEET) and Maryland's Employment Initiatives (EI) program are discussed as successful examples. Some other programs coordinate welfare employment programs with State economic development policy or encourage self-employment as an option. (3) The efforts to assist long-term welfare dependents achieve self-sufficiency are inadequate. (4) Flexibility and evaluation are the keys to long-term success of State welfare employment programs. (5) To date, data and experience are not available to support major new legislation on State work welfare programs. The dissenting opinions of committee members are also included. (CG)

ED 267 135 UD 024 754

Compilation of the Low-Income Home Energy Assistance Act of 1981, Native American Programs Act of 1974, Head Start Act, Follow September 30, 1985.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 1 Jan 86
NOTE- 56p.; Serial No. 99-G.
LANGUAGE- English

The Initial Effects of House Bill 72 on Texas Public Schools: The Challenges of Equity and Effectiveness. Policy Research Project Report Number 70.

Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

SPONS. AGENCY- Lyndon Baines Johnson Foundation, Austin, Tex.
REPORT NO.- ISBN-0-89940-672-6
PUB DATE- 85
NOTE- 176p.; Sponsored also by a grant from Texans for Quality Education.
AVAILABLE FROM- Publications Office, LBJ School of Public Affairs, Univ. of Texas, Drawer Y, University Station, Austin, TX 78713 ($9.00 plus postage & handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Compensatory Education; Curriculum Development; Early Childhood Education; *Educational Equity (Finance); Educational Finance; *Educational Improvement; Elementary Secondary Education; Equal Education; Preschool Education; *Program Implementation; Special Education; *State Action; *State Legislation; State School District Relationship; Student Improvement; Teacher Improvement; Vocational Education
IDENTIFIERS- *Texas; *Texas Education Reform Bill 1984

This report describes and evaluates the initial effects of the 1984 Texas Education Reform Bill (House Bill 72), in which the Texas legislature enacted a massive attempt to enhance both equity and effectiveness in the State's system of elementary and secondary education. Chapter 1 describes the Bill's various financing components and focuses on its initial effect on disparities in spending among rich and poor districts. Chapter 2 examines the various reforms aimed at improving the quality of teaching, and Chapter 3 focuses on the provisions that affect students. Chapters 4-7 deal with the effects of House Bill 72 on programs which seek to provide special educational services (compensatory education, bilingual education, special education, and vocational education). Chapter 8 describes the implementation of new prekindergarten and summer preschool programs. Chapter 9 discusses the difficulty of implementing curriculum reforms at the State and local levels, and focuses on the confusion that has resulted from House Bill 72's requirements and those of a 1981 law, House Bill 246, which called for different types of reform. Finally, Chapter 10 presents general conclusions and recommendations. The study uncovered widespread satisfaction with the general direction of reform, it is said, except in certain areas where implementation of the law has been difficult. The State, it is argued, must be willing to accept that education is likely to be more expensive in the future. (KH)

project on Hmong resettlement. Much of the data was gathered through personal interviews with Hmong and individuals working with them in Fort Smith. Section I gives general information about the area, the population, the economic base (manufacturing), employment possibilities, welfare, housing, refugee services, and the relatively positive community response to the refugees. Section II gives brief information on the size and history of the Hmong population in Fort Smith, which was estimated at approximately 296 in 1983. Section III describes employment which, while high, is low paying and entirely based on one industry (manufacturing), welfare assistance (none of the Fort Smith Hmong receive welfare); economic development (land purchases for farming); job training; education (including particular problems for Hmong girls); and adult English-as-a-second-language programs. Section IV summarizes the findings specific to the Fort Smith area, which include: (1) all Hmong in Fort Smith are there as a result of planned secondary migration; (2) there is high employment but the family incomes are low and medical expenses are a major problem; (3) there is underemployment; (4) there are insufficient opportunities for developing English proficiency and work experience; (5) the Hmong are developing plans and strategies for economic growth but are faced with very little means of acquiring capital. (CG)

ED 267 161 UD 024 784

Finck, John
The Hmong Resettlement Study Site Report: Providence, Rhode Island.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jul 84
NOTE- 67p.; For related documents, see UD 024 774-784.
CONTRACT- HHS-600-82-0251
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Adult Learning; *Asian Americans; Community Attitudes; *Educational Experience; *Employment Opportunities; Employment Patterns; English (Second Language); Immigrants; Job Training; Labor Market; *Land Settlement; *Refugees; Welfare Recipients; Welfare Services
IDENTIFIERS- *Hmong People; *Rhode Island (Providence)

This document reports on the resettlement of Hmong refugees in

Hopkins, Scott
Basic Skills Tests in Teacher Education: A Shift from the Three R's to the Two C's.
PUB DATE- 25 Feb 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; *Basic Skills; Criterion Referenced Tests; Higher Education; Norm Referenced Tests; *Preservice Teacher Education; State Standards; Teacher Education Programs; Test Construction; *Test Use; Test Validity

An emerging issue in teacher education is the essential knowledge that is a prerequisite to successful pedagogical and subject matter instruction. Skills in communication, both oral and written, and computation are critical areas which must be sufficient for further instruction. This paper addresses the issues of responsibility for developing and using admission tests, cost of tests, legal and/or moral responsibilities to the profession and societal implications of admission testing. Various kinds of tests are discussed--basic skills, norm referenced, and criterion referenced. (Author/JD)

ED 267 062 SP 027 383

Bell, David
Teaching: An Option for Mid-Life Retirees.
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Conference of the Mid-South Educational Resarch Association (Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; Individual Characteristics; *Leisure Time; Life Satisfaction; *Midlife Transitions; Sex Differences; *Teaching (Occupation)

This document identifies patterns of characteristics of those who have leisure as an option at mid-life. A comparison was made

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Aptitude Treatment Interaction; Childhood Attitudes; Elementary Secondary Education; Emotional Disturbances; Higher Education; *Individual Characteristics; Individual Differences; Longitudinal Studies; Mexican Americans; Middle Class; Performance Factors; *Personality; Personality Measures; Psychological Characteristics; Self Control; Socioeconomic Influences; Student Adjustment; Student Behavior; *Student Characteristics; Teacher Student Relationship; Young Children

Four research papers on temperament and school learning and two commentaries are presented. "Early Temperament and Later Educational Outcomes," by Jacqueline V. Lerner, Stella Chess, and Kathleen Lenerz, discusses temperament characteristics and academic attainment. One hundred thirty-three middle class subjects were studied from early infancy through adulthood, as part of the New York Longitudinal Study. Luis M. Laosa's paper, "Temperament, Performance, and Culture: Dimensions of Early Behavioral Style in Chicano Families," reports on a study of 100 Chicano children. Mothers rated temperament when their children were 2 1/2, 3, 3 1/2, and 4 years old. Mood/manageability and rhymicity/responsivity were the resulting components. Michael Pullis's research, described in "Temperament and Behavior Disorders: Teachers' Perceptions of Student Control," asked elementary and secondary teachers to rate 224 emotionally disturbed students' temperament and self-control. Results suggested that teachers' perceptions of students' self-control and socioeconomic status influenced their teaching styles. "An Analysis of Individual Differences in Student Temperament Characteristics and the Implications for Classroom Processes and Outcomes," by Lizanne DeStefano, Margaret C. Wang, and Edmund W. Gordon describes the instructional implications of student personality characteristics. Subjects ranged from age 4 to 9. Comments on the implications of all four papers are contained in discussant papers presented by Samuel Messick and Edmund W. Gordon. (GDC)

ED 267 079 TM 860 148

Comprehensive Plan for Program Evaluation.
Orange County Public Schools, Orlando, FL. Testing and Program

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Educational Testing; *Equivalency Tests; Examiners; *High School Equivalency Programs; *Program Administration; State Programs; *Testing Programs; Test Manuals
IDENTIFIERS- *California; *General Educational Development Tests

This handbook, intended for General Educational Development Test (GED) examiners, was designed to cover many of the issues and problems unique to the GED testing program in California. Six chapters are included: (1) testing center authorization and responsibilities; (2) testing center staff; (3) testing fees and materials; (4) test administration; (5) testing follow-up; and (6) GED Test preparation. Appendices include a testing center checklist, a survey of practices, adult education information bulletins, and a survey of GED preparation programs. (GDC)

ED 267 093 TM 860 169

Madhere, Serge; Walker, Elaine M.
Helping Hands Project Report, 1984-85. Newark School District.
Newark Board of Education, NJ. Office of Research, Evaluation and Testing.
REPORT NO.- NSD-ORE-26.
PUB DATE- Oct 85
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Schools; Ethnic Groups; Grade 4; Grade 6; Intermediate Grades; *Mathematics; *Minority Group Children; Problem Solving; *Program Evaluation; *Reading Comprehension
IDENTIFIERS- *Helping Hand Programs; *Newark School System NJ

The Helping Hands Project (HHP) is a program that aims at improving achievement in reading comprehension and in math problem-solving by helping the classroom teacher sustain instructional intensity. Implemented in grades four and six in two Newark School District elementary schools, HHP involved five teachers and 117 students. Ninety-two percent of the participants had an ethnic minority background (Black, Hispanic, Portuguese). The introductory chapter of this evaluation report discusses the need for the program, presents all the elements that form the core of HHP, and reviews

Programs; Test Format; *Testing Programs; Test Results
IDENTIFIERS- National Assessment of Educational Progress; National Merit Scholarship Program; New York State; *New York State Education Department; *New York State Regents; New York State Regents Examinations; Pupil Evaluation Program; Scholastic Aptitude Test; Westinghouse Science Talent Search

This report provides a record of student achievement for the State of New York in the 1984-85 school year. It brings together a variety of achievement indicators with a clear focus on knowledge and higher-order skills. Three types of achievement data are presented. One consists of scores obtained on New York State (NYS) tests. These scores may be used to analyze achievement trends over a period of years or to compare schools or school districts within the State. Included in this category are the Pupil Evaluation Program tests, the Regents competency tests, and the Regents examinations. In addition to State test results, selected graduation data are also provided. The second type of data source is the National Assessment of Educational Progress. The third source is a by-product of national programs that identify outstanding students. These programs permit comparisons between NYS students and students in other states or in the United States as a whole. Two programs of the College Entrance Examination Board--the Scholastic Aptitude Test and the achievement tests--provide this data. Data are also obtained from the Advanced Placement Program, the National Merit scholarship competition, and the Westinghouse Science Talent Search. (PN)

ED 267 107 TM 860 194

Olstad, Roger G.; And Others
National and Local Validation of a Teacher Assessment System at the University of Washington. Research Report No. 85-2.
Washington Univ., Seattle. Teacher Education Research Center.
PUB DATE- Jul 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Educational Planning; Evaluation Criteria; Higher Education; National Programs; Professional Personnel; *Rating Scales; *Student Teachers; Teacher Characteristics; *Teacher Evaluation; *Teaching Skills; *Test Construction; *Test

sample of students in grades 2, 4, and 6 as well as a summary of student skills based on their achievement along objectives provided by the test publisher and keyed to individual test items. Measures of item difficulty and item discrimination were calculated for the entire territorial school system and for the individual school districts. (Author/PN)

ED 267 121 TM 860 213

Steele, Joe M.
Assessing Reasoning and Communicating Skills in College.
PUB DATE- 17 Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; Cognitive Tests; College Freshmen; College Seniors; *Communication Skills; *Equated Scores; Higher Education; Speech Skills; Standardized Tests; Test Reliability; *Test Validity; Writing Skills
IDENTIFIERS- *American College Testing Program; *College Outcome Measures Project

Assumptions have been made about the growth and development of reasoning and communicating skills in college. This study describes a standardized set of assessments of reasoning, writing and speaking with norms for freshmen and seniors and multiple equated forms. The study provides evidence of the validity and reliability of these assessments. Utilizing data for 1589 freshmen and 1366 seniors at 13 institutions, an examination of interrelationships of these three scales yielded correlation coefficients ranging from .35 to .51. Correlations with ACT scores, grade point averages, and Reading scores were also at modest levels. For seniors, no meaningful differences in means were found by age group or area of interest, although women evidenced higher means than men on all three scales. Substantial differences in sample means for 10 freshman samples and 13 senior samples were observed for all scales. Cross-sectional comparisons of freshman and senior samples at six institutions suggested that students at some schools evidenced almost twice as much growth as samples at other schools. Senior mean level of proficiency in reasoning suggests that college

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Programs; *Disadvantaged Youth; Educationally Disadvantaged; *Federal Legislation; *Federal Programs; Federal State Relationship; Low Income Groups; *State Programs
IDENTIFIERS- Community Services Block Grant Act; Low Income Home Energy Assistance Act 1981; Native American Programs Act 1974; Native Americans; Project Follow Through; Project Head Start

This booklet compiles five Congressional Acts for use by the House Committee on Education and Labor. The "Low-Income Home Energy Assistance Act of 1981" provides for the Secretary of Health and Human Services to authorize grants to States to assist eligible households to meet the costs of home energy, up to the amount of $2,140,000,000 for 1985 and $2,275,000,000 for 1986. The purpose of the "Native American Programs Act of 1974" is to promote economic and social self-sufficiency for American Indians, Hawaiian Natives, and Alaskan Natives, with financial appropriations as may be needed for the fiscal years 1979 through 1986. The "Head Start Act" extends the authority for appropriating funds for Project Head Start's delivery of comprehensive health, education, nutrition, social, and other services to economically disadvantaged children and their families. The "Follow Through Act" authorizes the Secretary of Education to provide financial assistance in the form of grants to local educational agencies for the purpose of carrying out Follow Through programs focused on children from low-income families in kindergarten and primary school, with an authorization of $10,000,000 for fiscal year 1985 and $7,500,000 for fiscal year 1986. The "Community Services Block Grant Act" authorizes the Secretary of Health and Human Services to make grants to States to ameliorate the causes of poverty in communities within the State, with authorized appropriations of $400,000,000 for fiscal year 1985 and $415,000,000 for fiscal year 1986. (CG)

ED 267 136 UD 024 755

Vazquez, Jesse M.
The Ethnic Matrix: A Psycho-Social Perspective, and Its Implications for Human Service Practitioners.
PUB DATE- 25 Oct 85
NOTE- 41p.; Paper presented at the Eastern Regional Meeting of the National Association of Ethnic Studies (1st, New York, NY, October 25, 1985).
LANGUAGE- English

ED 267 149 UD 024 772

Gordon, Edmund W.; Armour-Thomas, Eleanor
Computer Technology and Educational Equity. ERIC/CUE Urban Diversity Series, Number 91.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 55p.
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cognitive Structures; *Computer Assisted Instruction; Computer Managed Instruction; *Computers; *Educational Media; *Educational Technology; Elementary Secondary Education; Equal Education; Technological Advancement

The impact of the technological revolution on education is examined in this monograph, which focuses primarily on computers. First, the history of the educational uses of a variety of media (film, radio, television, teaching machines, and videodisc systems) is traced and assessed. As instructional aids, it is said, the media economize teachers' time and efforts, impart information efficiently, and can make learning more fun, but research has strongly suggested that the effectiveness of media is largely dependent on the abilities of a good teacher who uses them effectively. Next, the report describes current and emerging applications of the new computer-based technologies, including: (1) management of curriculum content; (2) management of pupil information; (3) presentation and monitoring of drill and practice; and (4) computer-assisted tutorial instruction. Following this discussion, an overview of research on the effectiveness of computers in instruction, and particularly in compensatory education, is presented. Next, difficulties in evaluating cost-effectiveness and feasibility of computer-based instruction are described. Finally, findings on the possible uses of computers in attaining educational equity are discussed. Striking inequities are said to exist between the affluent and the poor; differentials in access to equipment, program quality, and the usages of computers are reported. (KH)

Providence, Rhode Island: what their employment experiences have been, which resettlement efforts have been successful, and how current resettlement efforts could be altered to improve the Hmong's long-term adjustment. The report is part of a larger, national project on Hmong resettlement. Section I gives general information about the area, the population, the economic base and employment opportunities, welfare, housing, refugee services, and a mixed community reaction to the Hmong. Section II gives a brief summary of the size and history of the Hmong population in Providence, which was estimated at approximately 1,700-2,000 in 1983. Section III discusses the issues of employment, job training, education, and adult English-as-a-second-language programs. In section IV summaries of the site specific findings are given, along with reflections on the future of the Hmong in Providence. Some of these findings are as follows: (1) housing is inexpensive either for rental or purchase; (2) there are a large number of entry level jobs in the jewelry and metal industries which, while low paying, give the Hmong jobs and often provide health insurance benefits; (3) the Hmong community is recognized and funding is available for them throughout the state; (4) employers are increasingly receptive to refugees; (5) health centers with bilingual staff are available; (6) there is an undercurrent of racial tension, and segregated housing patterns limit the Hmong to high crime neighborhoods. In general, the outlook for the Hmong in Providence is seen as relatively positive with the expectation that they will reduce their welfare dependency rate below the average for United States' citizens. (CG)

ED 267 162 UD 024 786

Oversight Hearing on the Department of Labor's Implementation of the Job Training Partnership Act. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session, Washington, DC, October 10, 1985.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 206p.; Serial No. 99-54. Some pages may be marginally legible due to small, broken type.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) between individuals electing to enter teaching and those electing to pursue leisure at this life stage. Results of structured interviews, statistical results, and an analysis of a life satisfaction scale is given. In comparisons of teachers with those electing leisure significant differences were observed in four categories: importance of religion, importance of sexual relationships, importance of television, and importance of new experiences, the leisure advocate being higher only in the television category. In the secondary comparisons (males/females) the following three significant differences were observed: (1) importance of non-work activities; (2) importance of literature; and (3) importance of outdoors, men leaning toward the importance of outdoors. The results of the Life Satisfaction Scale found no significant differences in comparisons between teachers/leisure, males/females, female teachers/male teachers, and leisure females/leisure males. The study instruments are appended. (Author/JD)

ED 267 063 SP 027 385

Williams, David D., Comp.
Improving Education through a Public School-University Partnership. Papers Presented at a Symposium of the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-19, 1986).
PUB DATE- 17 Apr 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *Colleges; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Public Schools; Teacher Attitudes

This document consists of seven papers about educational improvement resulting from partnerships between public schools and universities. David Williams' paper discusses the Brigham Young University (Utah) Public School Project to answer the question: "Can a Comprehensive Public School-University Partnership Meaningfully Contribute to the Solution of Educational Problems?" Del Wasden describes the work of a task force in a partnership in "The Partnership: Department Chairmen View." Bonnie Dahl writes

Evaluation Section.
PUB DATE- Sep 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Ancillary School Services; County Programs; *Educational Planning; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; Evaluation Utilization; Evaluators; *Program Evaluation; Program Implementation; Scheduling; *School Districts; Staff Role
IDENTIFIERS- *Orange County Public Schools FL

The evaluation plans for the Orange County Public Schools, Orlando, Florida, are summarized. Both instructional programs and support services are assessed, to determine the effectiveness of the programs as well as their value. Evaluations are planned and conducted by the Program Evaluation Section, using the Educational Planning and Resource Management System. This section develops a five-year calendar for program evaluations every year, conducts evaluations and reports results, and collaborates with school district personnel as needed. It also suggests research topics and approves researchers' requests. Standards for evaluation include utility, feasibility, propriety, and accuracy. Evaluation criteria concern appropriateness of objectives, operational guidelines, program implementation, satisfying objectives, successful output, and satisfactory environment. The sequence of evaluation events includes program selection, development of questions, evaluation design, selection of instruments, presentation and distribution of plans, data collection and analysis, preparation and distribution of reports, and development of follow-up plans. The roles played by various staff are also detailed: superintendent, administrative staff, associate superintendent, director of testing and program evaluation, evaluator, directors of program contacts, program contacts, advisory committees, principals, teachers, and community groups. Other services provided by the Program Evaluation Section are described. (GDC)

ED 267 080 TM 860 149

Stevenson, John F.; And Others
A Computer Interview for Multivariate Monitoring of Psychiatric Outcome.
PUB DATE- Oct 85

the stages of implementation. Chapters 2 and 3 explain the resulting impact on math concepts/applications and reading comprehension respectively. Chapter 4 examines the degree of adjustment to school as reflected in peer acceptance, attendance pattern, student turnover or transiency, and achievement. Chapter 5 attempts to clarify some of the strategies (with their attendant difficulties) used by students in processing information and solving problems. The final chapter shows how this project can contribute to the solution of some of the school district's problems and charts new directions for educational improvement. The appendix contains the Awards Certificate, the Friendship Test, the Bi-Weekly-Progress Report Form, a grade 4 mathematics test, a grade 6 reading test, and the Newark Library Survey. (PN)

ED 267 094 TM 860 170

Ryan, Alan G.
How Case-Study Evaluations Are Received by Those Who Are Evaluated.
PUB DATE- 18 Oct 85
NOTE- 28p.; Paper presented at the Joint International Meeting of the Evaluation Research Society, Evaluation Network, and Canadian Evaluation Society (Toronto, Canada, October 18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Case Studies; *Credibility; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Evaluators; Experimental Programs; Foreign Countries; Higher Education; Interviews; *Participant Satisfaction; *Program Evaluation; Reports; Research Projects; Student Reaction; *Teacher Attitudes
IDENTIFIERS- Canada

Graduate students in a program evaluation class carried out small case-study evaluations, and examined the participants' reactions to the evaluation report. The programs included an experimental high school drama course, a high school music apprenticeship program, and a sixth grade computer course on problem solving. There were three phases of data collection: (1) before the graduate students presented the case study report, they interviewed the teacher and the most closely involved administrator concerning their expectations of any evaluation report; (2) a sheet for recording reactions to the report was left with the participant; and (3) a

Validity
IDENTIFIERS- *University of Washington

This report describes the second phase in the development of the University of Washington Teacher Assessment System designed to produce a new system for the evaluation of student teachers. The development of the new system took place in several phases. Phase one, a literature search as a data source for the development of a teacher assessment system and the identification of 199 evaluation criteria, is briefly described. Phase two focused on a study to establish validity for the components contained in the system, and occurred in two parts: (1) a national validation study of skills and indicators contained in each of the three components (planning skills, instructional component skills, and professional responsibilities skills) that comprise the system; and (2) a local validation of descriptors which more precisely define the indicators contained in the system. Subsequent phases will focus on piloting and field testing procedures and will be described in a later report. An appendix presents a revised set of components to be piloted and field-tested. (PN)

ED 267 108 TM 860 195

Trotter, Thomas V.; Steadman, David G.
Statewide and External Testing Programs. The 1985 Idaho Performance Summary.
Idaho State Dept. of Education, Boise.
PUB DATE- 85
NOTE- 78p.; Some tables may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; *Aptitude Tests; *College Entrance Examinations; Minimum Competency Testing; Norm Referenced Tests; *Scores; Secondary Education; *State Norms; State Programs; Testing Programs; Vocational Aptitude
IDENTIFIERS- Advanced Placement Examinations (CEEB); American College Testing Program; Armed Services Vocational Aptitude Battery; College Level Examination Program; *Idaho; Idaho Proficiency Test; National Merit Scholarship Qualifying Test; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; Test of Standard Written English; Tests of Achievement and Proficiency

Results are summarized for a number of tests administered to impact on skill development may be less than institutions might wish. (Author/PN)

ED 267 122 TM 860 215

Owston, Ronald D.; Dudley-Marling, Curt
A Criterion-Based Approach to Software Evaluation.
PUB DATE- 17 Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; Correlation; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Guidelines; *Models; *Reliability; Summative Evaluation; *Validity
IDENTIFIERS- *Screening Procedures

The overall poor quality of educational software on the market suggests that educators must continue efforts to evaluate available packages and to disseminate their findings. In this paper, weaknesses in published evaluation procedures are identified, and an alternative model, the York Educational Software Evaluation Scale (YESES), is described. The rationale for this criterion-based model is drawn from the fields of the assessment of student writing, criterion-referenced testing, and the assessment of second language oral proficiency. Four charactertistics important for evaluation were identified from an analysis of published evaluation guidelines: (1) pedagogical content; (2) instructional presentation; (3) documentation; and (4) technical adequacy. Data are presented on the mean ratings of software evaluated with the model, scale intercorrelations, and indicators of its validity and reliability. Feedback indicates that YESES is best used as an initial screening device to narrow the choice of software to a manageable few that can be examined in detail, and as a summative evaluation instrument. (Author/PN)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Cultural Differences; Ethnic Groups; *Ethnicity; Group Unity; *Identification (Psychology); Immigrants; *Race; *Racial Identification; Self Concept; *Social Integration

This conference paper presents the "ethnic matrix," a theoretical model of the process of ethnicity which describes how ethnic identity is sustained or diminished in the life of an individual or ethnic group. After a general introduction, the first of the paper's three major sections presents a research review and overview of historical and societal perspectives of ethnic identity. It argues that, as a response to the cultural preservation revolution of blacks and Hispanic Americans of the 1960's, social scientists attempted to become more sensitive to the complexities of culture. Yet much remains to be understood about the form and function of the acculturation and assimilation process: it can no longer be simply assumed that individuals within a particular ethnic group will ultimately move from immigrant to assimilated Americans. The paper's second section presents the ethnic matrix model. A continuum is said to exist between two opposite poles: complete maintenance and complete assimilation. The individual fluctuates between these poles, and an individual's ethnic orientation is ultimately defined by daily choices, not by a fixed ethnic identity. The final section describes the nature of ethnic choices, and introduces a vertical component to the model, the intensity of the choice's impact on identity. The paper concludes by discussing some of the implications of the model for the social sciences. (KH)

ED 267 137 UD 024 756

McCarthy, William H.; And Others
Reducing Urban Unemployment. What Works at the Local Level.
National League of Cities, Washington, D.C.
REPORT NO.- ISBN-0-933729-06-5
PUB DATE- Oct 85
NOTE- 114p.
AVAILABLE FROM- Publication Sales, National League of Cities, 1301 Pennsylvania Avenue, N.W., Washington, DC 20004 ($15.00 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

ED 267 150 UD 024 773

Ascher, Carol
Pregnant and Parenting Teens: Statistics, Characteristics, and School-Based Support Services. ERIC/CUE Trends and Issues Series, Number 1.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 33p.
CONTRACT- 400-82-0012
AVAILABLE FROM- ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Dropouts; *Early Parenthood; Economically Disadvantaged; High Schools; Pregnancy; *Pregnant Students; Psychological Needs; School Counseling; Sexuality; *Social Services; *Special Programs; *Student Characteristics; *Student Needs

This review of research brings together a variety of data on pregnant and parenting teenagers and on the range and effectiveness of school-based programs. The report is divided into two main sections, the first of which describes the population at risk; motivations, choices, and consequences of teenage pregnancy and motherhood; adolescent fathers; and pregnant and parenting teenagers' expressed needs for services. Section 2 presents an overview of what is being done for pregnant and parenting adolescents. In general, it is said, the existing programs address only a portion of the problems of pregnant teenagers identified in the research. First, because the attraction of parenting is inversely proportionate to the possibility of other options, dropout rates must be lowered and jobs should be created for out-of-school youth. Second, counseling courses in psychology and family life could help adolescents resolve the ambivalences between autonomy and childhood dependency. Third, because teenagers have unrealistic fantasies about what having a child will imply, they must be helped to understand the responsibilities involved. Fourth, because parents usually play an important role in teens' pregnancy resolution decisions, programs must be created to draw in the mothers and fathers of pregnant teenagers. Finally, programs need to involve the teenage father directly and to help enhance his capacity for immediate and long-term caring. (KH)

DESCRIPTORS- *Employment Programs; Equal Opportunities (Jobs); *Federal Programs; *Federal State Relationship; *Job Training; *Program Administration; Program Costs; *Program Effectiveness
IDENTIFIERS- *Job Training Partnership Act 1982

This report of a hearing before the House Subcommittee on Employment concerns the implementation of the Job Training Partnership Act (JTPA). Witnesses addressed concerns about the program's allegedly unspent funds and the proposed funding cuts. Testimony was heard from William E. Brock, Secretary of Labor, and Raymond Flynn, Mayor of Boston, Massachusetts, among others. Secretary Brock addressed the issue of JTPA funding allocated to the states, the proposed budget for fiscal year 1986, State and Federal coordination of the program, implementation of civil rights compliance mechanisms, recordkeeping requirements of the program, and achievements in targeting service groups. Mayor Flynn's statement addressed the successes of the program and spoke for the maintenance of funding, particularly in relationship to the needs of urban areas. Gary Orfield, from the University of Chicago, summarized the findings of a study about JTPA in Illinois, which found that there has been an enormous shrinkage of training resources throughout the state and that there were serious problems of equal opportunity at every level of the training system. Other testimony addressed the issues of the Federal role in the program, expenditure constraints and reports, and the general effectiveness of the program. Included are extensive supporting documents. (CG)

ED 267 163 UD 024 787

The Equal Employment Opportunity Commission Collection of Federal Affirmative Action Goals and Timetables and Enforcement of Federal Sector EEO Complaints. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session, Washington, DC, July 23, 1985.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86
NOTE- 213p.; Serial No. 99-24. Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; *Affirmative Action; Employment Practices; Equal Opportunities (Jobs); *Federal Government;

from a personal viewpoint in "A Principal's Perspective: Lessons Learned from a Partnership Experience." "A University Faculty Member's Perspective: Lesson Learned from a Partnership Experience" is presented by Lillian Heil. "The Partnership Concept from the Perspective of an Educator in the Public Schools" is presented by Joyce Nelson. "Lessons Learned from the Partnership Experience--A Superintendent's Perspective" is presented by Clark Cox. Lastly, Ralph Smith makes a case for long-term commitment to partnership in "Public School--University Partnership: Observations of a Dean." (CB)

ED 267 064 SP 027 388

Marso, Ronald N.; Pigge, Fred L.
Beginning Teachers: Expectations vs. Realities.
PUB DATE- 3 Mar 86
NOTE- 19p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Discipline; Elementary Secondary Education; Parent Teacher Cooperation; *Teacher Attitudes; *Teaching Conditions; Teaching Experience

The primary purpose of this study was to ascertain the extent that 24 working conditions impacted upon the reality shock of four groups (N=211) of beginning teachers (elementary, secondary, specialized, and special education) who were teaching in three types of schools (rural, urban, and suburban). For only two working conditions were the teachers' reality ratings more positive than their expectations: help from other teachers and teaching being observed by administrators. The beginning secondary teachers experienced more reality shock than did the elementary teachers; teachers employed by urban schools reported much more reality shock than those employed by rural or suburban schools. Suburban teachers appeared to be more disappointed with the rapport, support, and respect of parents; secondary teachers were more disappointed by conferences; and specialized area teachers were more disappointed with the behavior of students. (Author)

NOTE- 12p.; Paper presented at the Evaluation Research Society Annual Meeting (Toronto, Canada, October 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; Computer Science; *Interviews; *Measurement Techniques; *Multivariate Analysis; Patients; Psychiatric Hospitals; Psychiatric Services; *Psychological Evaluation; Psychological Testing
IDENTIFIERS- *Diagnostic Interviews; Diagnostic Interview Schedule

Application of computer technology to psychiatric outcome measurement offers the promise of coping with increasing demands for extensive patient interviews repeated longitudinally. Described is the development of a cost-effective multi-dimensional tracking device to monitor psychiatric functioning, building on a previous local computer interview system. This new instrument incorporates items covering: (1) demographics; (2) treatment during the previous week; (3) sections of the Diagnostic Interview Schedule covering depression, mania, schizophrenia, alcohol abuse, and drug abuse; (4) social functioning, including negative social behaviors, leisure activities, social engagement, and social support; (5) instrumental functioning, including employment, self-care, and residential self-sufficiency. Follow-up interviews use computer branching to quickly cover all of the same areas. An interviewer conducts the interview at a terminal, and follow-ups may be conducted by telephone. Pilot study results indicate the feasibility of the procedure, which may be used to distinguish varying temporal patterns, predict relapse, and examine treatment effects longitudinally. (Author/PN)

ED 267 081 TM 860 152

Braverman, Marc; And Others
Determining Directions for Change in a County 4-H Youth Program: The Role of Evaluation.
PUB DATE- Oct 85
NOTE- 19p.; Paper presented at the Joint Meeting of the Canadian Evaluation Society, Evaluation Network, and Evaluation Research Society (Toronto, Canada, October 16-19, 1985). Small print in figure 1.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

week after the report was delivered, participants were interviewed concerning their opinions of the report's truthfulness and their plans to use the information. The teachers indicated that they often assessed truthfulness by consulting with their colleagues. Three types of truth--confirmatory, affirmational, and inherent--were listed. Additional factors included the empathy of the evaluator and the power of a well-written report. (GDC)

ED 267 095 TM 860 171

Grafton, Frances C.; Horne, David K.
An Investigation of Alternatives for Setting Second-to-Third Tour Reenlistment Standards. Technical Report 690.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Aug 85
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aptitude Tests; Armed Forces; Correlation; *Employment Qualifications; Enlisted Personnel; *Job Performance; Multivariate Analysis; *Predictive Measurement
IDENTIFIERS- Armed Forces Qualification Test; *Armed Services Vocational Aptitude Battery; Skill Qualification Test

This report investigates the appropriateness of using the General Technical (GT) composite of the Armed Services Vocational Aptitude Battery (ASVAB) as a reenlistment criterion. Three aptitude measures, all ASVAB composites, were compared to measures of proficiency in job performance: the Armed Forces Qualification Test (AFQT), the GT, and the specific Aptitude Area (AA) composites. The GT is similar to the AFQT except for exclusion of a speed test. The AA composites are differential aptitude measures and would be expected to provide a better prediction of performance in specific military occupational specialities (MOS). The predictive ability of each of these composites was analyzed and the results compared. Job proficiency was measured by the Skill Qualification Test (SQT). The univariate and multivariate statistical methods used in this research demonstrated that all aptitude measures were significantly related to performance across MOS and skill levels. This is true even when variables measuring experience and education are included in the analysis. The specific AA composites generally predicted performance better than AFQT or GT. The results suggest that, when secondary school students in Idaho. A description of each test and the students tested is provided, as well as the purposes of the test and a brief summary of results. Two tests administered especially in Idaho are included. The Idaho Proficiency Test, a criterion referenced test of mathematics, reading, spelling, and writing, is administered to eighth graders. The Tests of Achievement and Proficiency assess eleventh graders' achievement in reading comprehension, secondary school mathematics, written expression, using sources of information, social studies, and secondary school science. A number of external testing programs are also included: (1) The American College Testing Program; (2) The College Entrance Examination Board Admissions Testing Program, including the Test of Standard Written English, the Achievement Tests, and the Scholastic Aptitude Test; (3) Advanced Placement Examinations; (4) The College Level Examination Program; (5) The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test; and (6) The Armed Services Vocational Aptitude Battery. (GDC)

ED 267 109 TM 860 199

Stiegelbauer, Suzanne M.; And Others

Adding It All Up: A Checklist Approach to Determining the Influence of Situational Variables. R & D Report No. 3209.

Texas Univ., Austin. Research and Development Center for Teacher Education.

PUB DATE- Mar 85

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; Change Strategies; *Check Lists; College Environment; College Faculty; Data Collection; *Educational Environment; *Educational Innovation; *Evaluation Criteria; Evaluation Methods; Faculty Development; High Schools; *Institutional Characteristics; Institutional Evaluation; Microcomputers; *Organizational Climate; Program Implementation; School Community Relationship; Two Year Colleges

IDENTIFIERS- *Situational Factors Checklist

ED 267 123 TM 860 216

Comprehensive Profile of the San Antonio Independent School District, 1984-1985.

San Antonio Independent School District, Tex.
PUB DATE- 85
NOTE- 182p.; For the 1983-84 report, see ED 257 844. Some pages contain small print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Awards; Educational Objectives; *Educational Trends; Elementary Secondary Education; Enrollment Trends; Personnel Data; *Profiles; School Demography; *School Districts; School District Spending; School Health Services; *School Statistics; Student Characteristics; *Tables (Data); Test Results; Trend Analysis
IDENTIFIERS- *San Antonio Independent School District TX

This report is a collection of statistical data about the San Antonio (Texas) Independent School District. Perspectives are presented at two different levels. First, information from the 1984-85 school year is displayed. Second, trends from past years are presented using five or ten year groupings, depending on information availability. Most information is summarized for the district as a whole and for each individual school. District information presents calendars; goals; accreditation objectives; attendance trends; ethnic enrollment; reduced-price lunches; suspensions and/or expulsions; alternative center services; and grade retentions. School information lists ethnic enrollment; feeder schools; attendance trends; reduce-price lunches; Chapter 1 services; physical plant; grade retentions; school mobility; utility cost; and library inventory. This resource document also contains information on the following topics: student demographics; student achievement and aptitude; student awards and honors; student health services; personnel; and fiscal operations. (PN)

ED 267 124 TM 860 217

Standardized Test Report, 1984-1985.

San Antonio Independent School District, Tex.
PUB DATE- 85

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Community Programs; Disadvantaged Youth; *Dislocated Workers; Educationally Disadvantaged; *Employment Programs; Job Training; Local Government; Local Issues; Nontraditional Education; Private Financial Support; Program Descriptions; *Unemployment; *Urban Areas; *Youth Programs

This booklet considers the problems of urban unemployment and presents 21 case studies of urban areas dealing with the problem. The first chapter defines urban unemployment and classifies barriers to employment, trends in unemployment, and types of unemployed persons. Chapter 2 describes some general principles necessary to successfully combat the problem on the local level. There are two major considerations which make a program successful: (1) differentiating the groups needing help, i.e., disadvantaged youth, hard to employ adults, and dislocated workers; and within these groups identifying the problem specific to where they live and work; and (2) specifically tailoring the programs to meet the needs identified above. Chapters 3, 4, and 5 present the case studies, subdivided according to the particular group served (disadvantaged youth, hard to employ adults, dislocated workers). Each case study is presented in a summarized form and a contact person is listed at the end of each. The sources of initiative for the variety of programs surveyed include local elected officials (responsible for nine of the 21), private industry (responsible for six), community based organizations (responsible for five), and foundations (responsible for one). (CG)

ED 267 138 UD 024 757

Passow, A. Harry
Educating the Disadvantaged--The Task School Districts Face.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Compensatory Education; Economically Disadvantaged; Educational Finance; *Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; *Equal Education; *Student Needs
IDENTIFIERS- Elementary Secondary Education Act Title I

The terms "educationally disadvantaged" and "compensatory

ED 267 151 UD 024 774

The Hmong Resettlement Study. Volume I: Final Report.

Lao Family Community, Inc., Santa Ana, CA.; Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.

PUB DATE- Apr 85

NOTE- 318p.; For related documents, see UD 024 774-784.

CONTRACT- HHS-600-82-0251

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Acculturation; Community Problems; *Cultural Background; Cultural Traits; *Economic Development; Educational Experience; Employment Opportunities; English (Second Language); Foreign Countries; Immigrants; Job Training; *Land Settlement; Migration Patterns; *Refugees; Social Integration

IDENTIFIERS- *Hmong People; Laos; Refugee Assistance; *Resettled Migrants; United States

This volume is the final report of a national project which examined the resettlement of Laotian Hmong refugees in the United States. The study methodology included a review of literature about the Hmong; in-depth case studies of seven Hmong resettlements across the nation; discussions with informants in over 40 other Hmong communities; and interviews with national Hmong leaders and spokespeople. The report is divided into four major sections. The first presents an overview of the Hmong, including their traditional lifestyle and economy, the impact of the 1954-75 wars, experiences in Thai refugee camps after 1975, and resettlement in other countries. Section II examines the settlement patterns of Hmong in the United States, and discusses factors influencing where Hmong were initially placed and why many have continued to migrate within the country. Section III focuses on how the ongoing Hmong resettlement appears to be faring and identifies some problems and solutions (including economic adjustment, English acquisition, education of children, and groups with special needs). Finally, section IV presents a summary and recommendations. Four appendices include: brief case study site descriptions; community informants' estimates of Hmong community characteristics; estimated statistics on Hmong population and public assistance rates in the United

*Federal Legislation; *Federal Regulation; Females; *Government Employees; Hearings; Minority Groups; Quotas
IDENTIFIERS- Congress 99th; Department of Justice; *Equal Employment Opportunity Commission; Federal Trade Commission; National Endowment for the Humanities

This report of a hearing before the House Subcommittee on Employment Opportunities addresses the issues of complying with Federal standards concerning equal representation of minorities and women in Federal jobs. In 1984, three agencies refused to submit affirmative action goals and timetables: The Department of Justice, the Federal Trade Commission, and the National Endowment for the Humanities. In her testimony, Representative Collins of Illinois introduced an amendment to her original bill, H.R. 781, which would make an agency that does not provide mandatory employment goals and timetables liable to a civil suit on the part of the Equal Employment Opportunity Commission (EEOC) or by any employee of the negligent agency. The director of Public Sector Programs, Equal Employment Opportunity Commission, submitted an extensive statement on his agency's tracking of and reporting formats for affirmative action goals. Testimony was then heard from various representatives of the agencies not in compliance, explaining and justifying their positions. Testimony was also heard from various other government and non-government agencies concerning the pros and cons and enforcement of the affirmative action goals. (CG)

ED 267 164 UD 024 788

The Income and Jobs Action Act of 1985. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session, on H.R. 1398. (Chicago, IL, September 4, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 85
NOTE- 125p.; Serial No. 99-26. Document contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economic Change; Economics; *Employment Opportunities; *Federal Legislation; Federal Programs; Labor; Minority Groups; Public Policy; *Unemployment
IDENTIFIERS- *Employment Legislation; Job Training Partnership Act

Johnston, Christine A.
An Investigatory Study of the Effects of Cognitive Scripting on Teacher-Supervisor Relationships.
PUB DATE- Feb 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Mapping; *Communication (Thought Transfer); *Communication Problems; *Interpersonal Relationship; *Supervisors; *Transactional Analysis
IDENTIFIERS- *Cognitive Scripting

Portions of two previous studies which examined the effects of training in transactional analysis upon the interpersonal communication between supervisor and supervisee form the basis of this exploratory study. Major findings in the previous studies suggest that cognitive scripting, i.e., the behavioral patterns, thought patterns, and relationship, have a strong bearing on the outcome of the supervisory interaction. The impact of cognitive scripting is examined further in this study by the use of survey instruments and transcribed audio-taped case studies. Feedback from these sources indicates the following: Supervisees fail to appreciate the actual message because: (1) the supervisee does not hear the actual message but instead imposes his/her previously scripted patterns of response; (2) the supervisee anticipates being told how to do something and feels unsure unless this exchange occurs; (3) the supervisee does not expect to be treated as a professional and therefore does not accept professional communication as authentic. Participants in this study recommended that the supervisee as well as the supervisor be trained in transactional communication as a means of unmasking negative and unproductive verbal scripts. In cases where this training occurred, supervisor and supervisee engaged in productive transactions labeled problem-solving and self-reflective. (Author/JD)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Surveys; *County Programs; Declining Enrollment; Elementary Secondary Education; Enrollment Influences; *Formative Evaluation; *Program Evaluation; *Youth Clubs
IDENTIFIERS- *4 H Programs; Telephone Surveys

This paper describes the evaluation of the 4-H youth program (serving ages 9 through 19) in Yolo County, California. The paper concentrates on the first component of the evaluation plan, a telephone survey of community needs and perceptions regarding services for youth which was conducted in November, 1984. The originally perceived questions concerned the involvement of 4-H members and volunteer leaders. Regarding youth involvement, the major concern was a recent pattern of enrollment decline. Extensive questions regarding youth involvement were categorized under the general areas of community assesement and program marketing. The purposes of the community survey were to gauge community feeling about educational topics most needed for young people; to determine public awareness and understanding of 4-H; and to investigate the most useful sources for families seeking information on the 4-H program. From a randomly drawn sample of 500 households, 246 interviews were completed. The empirically-based conclusions will aid 4-H staff to inform families about currently available 4-H services. The process provided a useful example of the role that formative evaluation can play in the consideration of programmatic issues. The phone survey instrument and results are appended. (PN)

ED 267 082 TM 860 154

Taylor, C. L.; Summerhill, W. R.
Effects of Color, Format, and Severity of Issue on Response Rate of Mail Questionnaires When Respondent Population Has Some Familiarity with Sender.
PUB DATE- Oct 85
NOTE- 15p.; Paper presented at a joint meeting of the Canadian Evaluation Society, Evaluation Network and Evaluation Research Society (Toronto, Canada, October 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Adults; Correlation; *Evaluation Methods; Field Crops;

no MOS-specific performance measures are available, AA scores are the preferable reenlistment criteria relative to either AFQT or GT scores. (Author/PN)

ED 267 096 TM 860 172

Greeno, James G.; And Others
Investigations of a Cognitive Skill.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Naval Research, Arlington, Va.
REPORT NO.- LRDC-1985/27
PUB DATE- 85
NOTE- 40p.
CONTRACT- NR-667-430
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Cognitive Processes; Elementary Secondary Education; *Error Patterns; Higher Education; Language Processing; *Learning Theories; Mathematical Logic; Mathematical Models; *Mathematics Skills; *Models; *Pattern Recognition; Problem Solving; Secondary Education

Research was conducted investigating properties of skill in learning, in the domain of elementary algebra. Thinking-aloud protocols indicate that early knowledge of the subjects studied was fragmentary, rather than involving systematically flawed procedures. Computational models, developed to simulate observed errors, focused on the role of structural representations in facilitating reliable performance. Connectionist models for recognizing structural features were investigated, leading to the conclusion that the cognitive system probably requires knowledge functionally equivalent to grammatical rules. Data from information processing experiments indicated that: (1) judgments about the application of an algebraic operator are influenced by low-level features recognized before a completely parsed representation is formed; and (2) recognition of individual characters in expressions is not facilitated by syntactically correct contexts, as it is by lexical contexts in letter recognition, but information about the algebraic categories of characters is obtained early in processing from the syntactic context. The conclusion is made that training in basic symbolic skill might be more effective if more attention were given to teaching the structure of information of the domain.

The Situational Factors Checklist was developed to describe variables which influence changes within a school and was used in two different school settings. In one application, it was used as a part of a case study method to study implementation of a microcomputer project, increasing faculty computer literacy, at different community colleges. The second application was in describing general influences on change in a study of high schools. The checklist was designed to provide a means of looking at school situations, individually or comparatively, for evaluating and planning for change. It was intended to indicate the way context influences a particular aspect of the setting, and to provide a means of quantifying and comparing what would otherwise be qualitative data. The interaction of factors was also considered. Results indicated that factors promoting faculty use of microcomputers were overall access, space, staffing, and training. Problems involved insufficient access, software, and lack of ideas for applications. Data from the High School Study were currently being processed. It was concluded that the benefits of the checklist supported further exploration. (One blank checklist, as well as one completed by one of the colleges, are appended.) (GDC)

ED 267 110 TM 860 201

Gibble, Jacques; Masters, James
The CRT/Curriculum Articulation Project in the Penn Manor Elementary Schools. Phase One: Report of the Pilot Projects at Pequea.
PUB DATE- 20 Nov 84
NOTE- 39p.; Paper presented at the Annual Meeting of the Pennsylvania Association for Supervision and Curriculum Development (November 20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Analysis of Covariance; Behavioral Objectives; Elementary Education; Experimental Groups; *Intervention; Language Skills; Mathematics Skills; *Pilot Projects; Pretests Posttests; *Program Evaluation; Program Implementation; Reading Skills; *Scores; Statistical Significance
IDENTIFIERS- *Comprehensive Tests of Basic Skills; Penn Manor School District PA

The Penn Manor CRT/Curriculum Articulation Project was designed to

NOTE- 209p.; Some tables may be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Basic Skills; Elementary Secondary Education; Language Skills; Mathematics Skills; Reading Skills; *School Districts; Scores; *Standardized Tests; *Testing Programs; *Test Results
IDENTIFIERS- *Metropolitan Achievement Tests; San Antonio Independent School District TX; *Texas Assessment of Basic Skills

This report discusses student achievement in the San Antonio Independent School District (Texas) as seen through the results of the Texas Assessment of Basic Skills (TABS) and the Metropolitan Achievement Test (MAT). Taken without benefit of statewide performance the TABS scores indicate significant and troublesome declines in basic skills. The report states that if statewide results show similar patterns of decline, it is probable that changes in the performance are influenced by changes in the tests themselves rather than by changes in actual student achievement. Results from the MAT point to improved achievement in both reading and language with no appreciable decline in already high mathematics scores. Performance by the current third grade class had lower scores on all three MAT subtests than third graders last year. High school scores increased. Scores at these grade levels have traditionally been the lowest in the district, and this year average scores improved at every grade in every subject. The appendices include the following: (1) MAT mean scores by grade and school, by grade by ethnic group, relative performance summary by district and school; and (2) TABS exit level cumulative mastery scores, district and school scores, scores by ethnic groups, scores for urban districts, and scores for the state. (PN)

ED 267 125 TM 860 218

Pliske, Rebecca M.; And Others
Cross-Validation of the Computerized Adaptive Screening Test (CAST).
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-RR-1372
PUB DATE- Jul 84
NOTE- 27p.

education" are defined in many ways. "Compensation" implies a deficit which must be overcome, but there is little agreement on where the deficiency is located--in the child, his family or home, his school, or all of these. In general, it is agreed that school districts with large concentrations of children from disadvantaged backgrounds have substantially lower academic achievement levels and higher dropout rates, but there is no consensus on the causes for these and other differentials in educational performance. Since the 1960's, a variety of Federal and State legislation has been enacted to provide compensatory programs and services, but these efforts have met with varied successes and failures. The 30,000 Title I projects, for example, reflected multiple goals and multiple treatments which are not easily converted into overarching objectives or successful program models. This multiplicity has complicated any effort to evaluate compensatory programs, but twenty years of compensatory programs have taught us that the immediate goal should be to raise the achievement levels of more disadvantaged students. A survey of literature which attempted to generalize about the lessons of compensatory education makes it possible to justify increased expenditures in the following areas: (1) early childhood programs; (2) staff development and in-service education; (3) pull-out vis-a-vis regular class instruction; (4) appropriate instructional materials and resources; (5) provisions for children with limited English; (6) programs for disadvantaged high school students; (7) programs for the disadvantaged gifted; (8) parent participation programs; and (9) recruiting and retaining of teachers. (KH)

ED 267 139 UD 024 758

Minorities and Women in Public Elementary and Secondary Schools. A Statistical Summary. Equal Employment Opportunity Report - 1979.
Equal Employment Opportunity Commission, Washington, D.C.
PUB DATE- Sep 81
NOTE- 452p.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Beginning Teachers; Blacks; Elementary Secondary Education; *Employment Statistics; *Females; Hispanic Americans; *Minority Groups; *Minority Group Teachers; *Public Schools; *School Personnel; Teachers

This volume contains tables summarizing the data collected on the

States; and a transcript of a group meeting with Hmong high school students. (KH)

ED 267 152 UD 024 775

Fass, Simon M.; Bui, Diane D.

The Hmong Resettlement Study. Volume II: Economic Development and Employment Projects.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.

PUB DATE- Mar 84

NOTE- 271p.; For related documents, see UD 024 774-784.

CONTRACT- SSA-600-82-0251

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Economic Development; Economic Opportunities; *Employment Opportunities; *Employment Programs; *Entrepreneurship; Immigrants; *Refugees; Social Integration

IDENTIFIERS- *Hmong People; Laos; *Resettled Migrants

Part of a national study which examined the resettlement of Laotian Hmong refugees in the United States, this volume presents the results of an eight-month study of projects and enterprises that in some way promote the economic self-sufficiency of the Hmong. The specific purposes of the study were to identify and to obtain information about all significant ventures throughout the country, to describe general constraints and opportunities facing the ventures, to prepare in-depth descriptions of selected projects and enterprises that highlight, in detail, the key difficulties and successes that each encountered, and to draw from these experiences some basic lessons learned by Hmong and American participants. Chapters focus on the following: sewing; farming projects; grocery stores; other enterprises; and employment projects. A concluding section discusses ways of making the primary Hmong business ventures more cost-effective. Some recommendations are presented for improving the cooperation between the Hmong and Americans. A brief epilogue reports that the future of Hmong self-sufficiency across the country remains encouraging. Three appendices describe study methods and list project and enterprise contacts and sources of small business assistance in Minnesota. (KH)

1982; Proposed Legislation

The proceedings of a House Subcommittee on Employment Opportunities hearing, held in Chicago, are provided in this document. Testimony is presented on a proposed bill, H.R. 1938 (the Income and Jobs Action Act), which aims at reducing unemployment by fully implementing the Employment Act of 1946 and the Full Employment and Balanced Growth Act of 1978. The Act works toward true sustainable economic recovery by establishing a Presidential program to reduce high unemployment. Statements are included from representatives of labor organizations and civil rights groups, academics, and government officials. (KH)

ED 267 165 UD 024 790

The Voluntary National Youth Service Act and the Select Commission on National Service Opportunities Act of 1985. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session, New York, NY, September 27, 1985 on H.R. 888 and H.R. 1326.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 240p.; Serial No. 99-52. Document contains small print.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Employment Programs; *Federal Legislation; *Federal Programs; *Volunteers; *Work Experience; Young Adults; *Youth Opportunities

IDENTIFIERS- Proposed Legislation

The proceedings of a hearing held in New York City before the House Subcommittee on Employment Opportunities are provided in this document. Testimony focused on two proposed bills related to the creation of a volunteer national service program: the Voluntary National Youth Service Act and the Select Commission on National Service Opportunities Act of 1985. Representatives from organizations, businesses, and federal and city governments made presentations or submitted prepared statements. Included among the presentations was information on the operation and effectiveness of youth service projects already in specific sites, in particular the City Volunteer Corps of New York City, which over the previous year had involved about 1000 young New Yorkers in volunteer public

ED 267 066 SP 027 390

Jones, Donald W., Ed.

Designing Contemporary Teacher Education Curricula. Report of the Annual North Central Association Teacher Education Workshop (38th, Flagstaff, Arizona, 1985).

Ball State Univ., Muncie, Ind. Teachers Coll.

PUB DATE- 86

NOTE- 230p.

AVAILABLE FROM- Ball State University, Teachers College 912, Muncie, IN 47306 ($7.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Higher Education; Preservice Teacher Education; *Teacher Education Curriculum

The theme of the 1985-1986 Teacher Education Workshop, sponsored by the North Central Association Teacher Education Project, was "Designing Contemporary Teacher Education Curricula." Group reports are presented on: (1) "Forces Affecting Parameters of Teacher Education"; (2) "A Window of Analysis for Examining One Major Curriculum Recommendation"; and (3) "The Professional Studies Component in Teacher Education: More Than Courses and Generating Academic Credit." Individual research reports were presented on: (1) "A Futuristic Look at Dance in the School Curriculum" (Alta Burns); (2) "Competency Testing: How Can Teacher Education Help?" (Trenton Cooper); (3) "Follow-Up Questionnaire for Use in Curricula Change Decisions for Preservice Teacher Preparation Programs" (Ray Gibson); (4) "Preservice Teacher Education: What Is the Current Curriculum?" (Shirley Haworth and Donald Jones); (6) "A Modest Proposal for Iowa Teacher Evaluation of Beginning Classroom Teachers" (Vincent Mahoney); (7) "Enhancing Instructional Competence in Small Colleges" (William Roweton); (8) "Teacher Stress: The Enemy Within" (Darold Simms); and (9) "A Learning Resource Center for Teacher Education" (Michael Tanner). Appendixes provide information on the total program of the Teacher Education Project and details of the workshop purposes, organization, personnel, and groups. (CB)

ED 267 067 SP 027 395

*Interest Research; *Layout (Publications); Plant Growth;
*Questionnaires; *Responses
IDENTIFIERS- *Citrus Farming; *Response Rates (Questionnaires)

The effects of (1) format and color, and (2) severity of issue (freeze damage to citrus industry) on response rate of mail questionnaires is presented. Questionnaires were formatted in two different ways: a one page, legal size printed on both sides, and one sheet 11- by 17-inch size center-folded with items on three pages. Two colors were used: white and buff. These combinations resulted in four different format/color combinations which were randomly mailed to 2,322 citrus producers and grove managers. The Chi-square test for homogeneity of proportions was used to treat the data concerning format and colors. Correlation was used to determine if response rate was influenced by severity of freeze damage. A response rate of 61 percent was obtained. There was no significant overall effect of format and color of mail questionnaires on response rate. There was a significant (.05) relationship between severity of freeze damage and rate of response--the more severe the freeze, the greater the response rate. These findings support the reviewed literature concerning the effects of format and indicating an association between rate of response and degree of interest in topic. (Author/PN)

ED 267 083 TM 860 156

Datcher-Loury, Linda; Loury, Glenn C.
The Effects of School Quality on Earnings.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 23p.; Data and Tabulation utilized were made available in part by the Inter-University Consortium for Political and Social Research.
GRANT- NIE-G-83-0029
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Data Collection; *Educational Quality; Graduate Surveys; *High Schools; *Mathematical Models; *Salaries; *Salary Wage Differentials; School Effectiveness; School Policy; *Wages
IDENTIFIERS- Fixed Parameter Approach; National Longitudinal Study High School Class 1972

This paper presents a fixed effects model on the impact of individual high schools on adult earnings. This model not only

including general features of the information presented in problems as well as general constraints and goals of the procedures to be acquired. (Author/LMO)

ED 267 097 TM 860 173

Gudaitis, Janice Lave
Advance College Project: Final Evaluation Report, 1984-85 School Year.
Indiana Univ., Bloomington. Advance Coll. Project.
PUB DATE- Jan 86
NOTE- 61p.; For the 1983-84 report, see ED 258 977.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acceleration (Education); *Advanced Students; *College Credits; College School Cooperation; Higher Education; High Schools; *High School Seniors; *Program Evaluation; Program Implementation; Questionnaires; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Indiana University Advance College Project; Indiana University Bloomington

The third year of the Indiana University (IU) Advance College Project (ACP), a cooperative program between IU and 22 selected high schools within the state of Indiana was evaluated. The Project offers college credit to high school seniors who enroll in IU courses offered at the home high schools. The four main goals of the project's evaluation plan have been to facilitate ACP implementation by identifying project strengths and weaknesses and documenting activities within each high school course; to assess how well IU's course standards are being met for each ACP/IU (Bloomington) course as it is taught within each high school; to assess the impact of the project upon its various participants; and to establish a project data base for later assessment of longitudinal trends. Students' and teachers' perceptions of the program are discussed. Appendices include ACP Final Exam Questionnaire; ACP Student Questionnaire; Opscan Course Evaluation Form: English; and ACP Teacher Questionnaire: Chemistry. (PN)

study the impact of the implementation of four specific interventions on the achievement of elementary school students in mathematics and language arts. The interventions were as follows: (1) classroom teachers were given individual curriculum skill objectives for their grade assignment; (2) teachers were given individual curriculum guidelines listing essential units or lessons; (3) teachers used examples of question-answer format of achievement test in constructing classroom teacher-made tests and worksheets; and (4) test results were used diagnostically as well as descriptively at building-level as well as grade-level. Achievement was defined and measured as gains in scaled scores of the Comprehensive Test of Basic Skills. The study design compared the pre- and post-test scaled scores using an analysis of covariance statistical test. The test was chosen in an attempt to equalize any initial differences between the control and the experimental groups. The researchers found statistically significant differences favoring all experimental groups in the language arts comparisons. However, there were no statistically significant results favoring any of the experimental mathematics groups. (PN)

ED 267 111 TM 860 202

Yagi, Kan; And Others

ECIA, Chapter 1: Disadvantaged Child Project. Portland Public Schools Year-End Evaluation Report, 1984-85.

Portland Public Schools, OR. Research and Evaluation Dept.

PUB DATE- Dec 85

NOTE- 37p.; Figure 1 (pages 11-20) contains small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Achievement Gains; Achievement Tests; Basic Skills; Elementary Secondary Education; *Mathematics Skills; Private Schools; Program Implementation; Public Schools; *Reading Skills; *School Districts; Scores; *Summative Evaluation

IDENTIFIERS- *Comprehensive Tests of Basic Skills; *Education Consolidation Improvement Act Chapter 1; HOSTS Program; Portland School District OR; Prescription Learning System

The Portland Public Schools 1984-85 Chapter 1 project included 4 public high schools, 48 public elementary schools, and 14 nonpublic elementary schools. About 6,500 students received supplementary support in basic skills, reading and/or math, in the 66 schools.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Adults; *Armed Forces; *Computer Assisted Testing; Correlation; Discriminant Analysis; *Predictive Validity; *Recruitment; Regression (Statistics); Scores; Screening Tests
IDENTIFIERS- *Armed Forces Qualification Test; *Computerized Adaptive Screening Test; Cross Validation; Enlistment Screening Test

The Computerized Adaptive Screening Test (CAST) was developed to provide an estimate at recruiting stations of prospects' Armed Forces Qualification Test (AFQT) scores. The CAST was designed to replace the paper-and-pencil Enlistment Screening Test (EST). The initial validation study of CAST indicated that CAST predicts AFQT at least as accurately as EST and that it is more efficient to use. This report summarizes the findings from a cross-validation study of CAST that used the following procedure. Prospects' CAST scores were recorded by recruiters in the United States Army recruiting stations and were subsequently matched by social security number to applicant tapes from Military Entrance Processing Stations to obtain AFQT scores and relevant demographic data. These data were examined using regression, discriminant function, and cross-tabulation analyses to provide recruiters with information on how to interpret prospects' CAST scores. The correlation between CAST scores and AFQT scores was .80 for the cross-validation sample, whereas in the initial validation sample the correlation was .85. These data indicate that CAST scores are very good predictors of AFQT Scores. (Author)

ED 267 126 TM 860 219

Chastain, Robert L.; Willson, Victor L.
Estimation of Variance Components Using Computer Packages.
PUB DATE- 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Analysis of Variance; *Computer Software; Correlation; *Estimation (Mathematics); *Generalizability Theory; *Maximum Likelihood Statistics; Programing; Research Design; Statistical

Elementary Secondary Staff Information Report form for 1979 which concerns the distribution of women and minorities in the public schools. Data are presented by size of school districts and by State. All school districts in the central city of a Standard Metropolitan Statistical Area (SMSA), as well as those districts with 1800 or more students, or with 100 or more full-time employees, are included. A systematic random sample was taken of the remaining school districts according to enrollment and the desired percent coverage. The data are based on reports from 6,816 school districts which include an estimated total of 3.5 million full-time employees and more than .5 million part-time employees, as well as .3 million new hires. Data are not included for Hawaii and New Jersey. Data were weighted in order to produce estimates of the overall situation since the presented data are sampled. In the appendix, a sample of the form the schools were required to fill out is included. (CG)

ED 267 140 UD 024 759

Plight of the New Americans: Discrimination against Immigrants and Refugees. Report on a Public Hearing Sponsored by the Los Angeles County Commission on Human Relations.

Los Angeles County Commission on Human Relations, Calif.

PUB DATE- Nov 85

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Equal Education; *Equal Opportunities (Jobs); Ethnic Groups; Health Services; Housing Discrimination; *Immigrants; Intergroup Relations; Mental Health; *Public Policy; *Refugees; *Social Discrimination

IDENTIFIERS- *California (Los Angeles)

This report is a digest of testimony presented at a hearing, conducted by the Los Angeles County Commission on Human Relations, on discrimination against immigrants and refugees. The hearing featured 27 presentations from representatives of a wide range of organizations and concerns. Nine major areas of concern were identified, including: education; employment; health care; housing; the Immigration and Naturalization Service; mental health; image; social service; and intergroup conflict. Each of these areas is covered in a separate sub-section of the report. According to an

ED 267 153 UD 024 776

The Hmong Resettlement Study. Volume III: Exemplary Projects and Projects with Unique Features of Programmatic Interest.
Lao Family Community, Inc., Santa Ana, CA.; Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- May 85
NOTE- 94p.; For related documents, see UD 024 774-784.
CONTRACT- HHS-600-82-0251
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Educational Opportunities; Employment Programs; Health Services; Housing Needs; Immigrants; Job Training; *Land Settlement; Legal Aid; *Migrant Programs; *Migration Patterns; Refugees; Social Integration; Welfare Services
IDENTIFIERS- *Hmong People; Laos; *Refugee Assistance; Resettled Migrants; United States

This document, part of a national study of the resettlement experience of the Hmong in the United States, describes a variety of exemplary resettlement projects and strategies. They cover six major aspects of resettlement: (1) employment; (2) education and training; (3) income supplementation and economic development; (4) housing; (5) provision of health and legal services; and (6) Hmong community formation. The projects described are not exhaustive, but are examples of innovative or noteworthy efforts during the time research was conducted (December 1982 to June 1983). Each project description contains information about the project's objectives, the history of its development and organization, the source of funding, the number of Hmong served or affected by the project, any outcomes and plans for further work or expansion of efforts, and the name and address of the person to contact for more information. (KH)

ED 267 154 UD 024 777

has involved about 1000 young New Yorkers in volunteer public service projects. (KH)

ED 267 166 UD 024 792

Murray, Saundra Rice
Investigating and Understanding the Educational Needs of Black Girls.
PUB DATE- 82
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Education; Blacks; *Black Youth; Educational Needs; Elementary Secondary Education; *Females; Needs Assessment; *Research Methodology; *Research Needs; *Research Utilization; *Student Needs

Relatively little research has focused on the lives of black girls, even though they are represented in groups whose conditions are of grave social concern. Research on the educational needs of black girls might employ some of the following approaches. To establish priorities for research, the Gurins' 1970 review, "Expectancy Theory in the Study of Poverty" provides a practical model that compares what is learned from experimental studies with the aspirations of practical programs to solve problems. Another promising approach to developing research topics is called "mental stripping," and is exemplified by Janice Porter Gump's 1978 paper, "Reality and Myth: Employment and the Role of Ideology in Black Women." Gump combined literature review with historical analysis and discussion of her own experiences as a Black woman. Areas of research that might be treated this way are black girls' aspirations and preparation for work and careers. A third approach would be to simply add to the database information that is often overlooked, especially information coming from evaluative studies of social and educational programs and needs assessments. For example, a 1982 evaluation of LINCKS, a Washington, DC, program for pregnant high school students, vielded interesting descriptive data on the black girl subpopulation. None of these three approaches is a substitute for gathering information through empirical investigation, but pursuing them would help place what is already known into perspective. Five pages of references conclude the report. (KH)

Tom, Alan R.
The Case for Maintaining Teacher Education at the Undergraduate Level.
PUB DATE- Mar 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Graduate Study; Higher Education; *Preservice Teacher Education; *Program Effectiveness; *Program Length
IDENTIFIERS- *Extended Degree Programs

A case is made for maintaining teacher education at the undergraduate level. This paper outlines the core arguments used by contemporary proponents of extended teacher preparation programs, and identifies which of these arguments are recurrent themes from earlier rationales. The validity of the arguments is also assessed. Some of the hidden costs of mandating extended teacher preparation programs as the sole approach to the preparation of teachers are identified and evaluated. It is argued that the key issue is improving the quality of teacher education, and that this may be done within four-year, as well as extended, teacher preparation programs. The issue of whether four year or extended programs are best for teacher preparation will remain for many years; both structures should be possible and effective. (CB)

ED 267 068 SP 027 420

Mahan, James M.; Stachowski, Laura L.
Feedback from British and Irish Educators for Improving Overseas Teaching Experiences.
PUB DATE- 24 Feb 86
NOTE- 37p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Field Experience Programs; Foreign Countries; Higher Education; *International Educational Exchange; *Overseas Employment; *Student Teachers; Teacher Characteristics; Teacher Education Programs; *Teacher Exchange Programs

captures the effects on observed and unobserved characteristics of high school on earnings, but also can control for selection bias resulting from correlation between school quality and student ability. The principal data used to estimate this model comes from the National Longitudinal Study of the High School Class of 1972. The sample for the analysis was restricted to out-of-school white males and females who lived in Chicago, Detroit, Los Angeles, New York, Philadelphia, or San Francisco. The findings suggest that such a model has a large impact on estimates of school quality and, as a result, on the policy conclusions that are drawn on the basis of such evidence. This report first describes a general model of the effects of school quality and outlines the conditions required to obtain consistent parameter estimates. Second, it points out the problems of previous work in conforming to these conditions. Third, it describes the approach used to estimate school quality. Finally, it presents empirical results. (PN)

ED 267 084 TM 860 157

Johnson, Eugene R.; And Others

Effects of Teaching on the Sequential Processing Subtests of the K-ABC.

PUB DATE- 83

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Individual Testing; *Intelligence Tests; *Intentional Learning; *Mental Retardation; Test Coaching; *Test Reliability; *Test Wiseness

IDENTIFIERS- *Kaufman Assessment Battery for Children

The Kaufman-Assessment Battery for Children (K-ABC), a new individually administered intelligence and achievement instrument, includes several subtests on which the examiner may teach the task to the subject. The purpose of this study was to determine if teaching or training could influence the test outcome and thus, lower the reliability of the instrument. This study assessed the potential impact of teaching on the three sequential processing subtests of the K-ABC (Hand Movement, Number Recall, and Word Order). The subjects were 22 students diagnosed as educable mentally handicapped (EMH). They ranged in age from 6.5 years to 12.25 years and were enrolled in self-contained EMH class

ED 267 098 TM 860 183

Gage, N. L.
Hard Gains in the Soft Sciences: The Case of Pedagogy.
Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
REPORT NO.- ISBN-0-87367-719-6
PUB DATE- 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Educational Research; *Meta Analysis; *Outcomes of Education; *Research Methodology; Research Problems; Scientific Methodology; Teacher Education; Teacher Effectiveness; *Teacher Improvement; Teachers; Teaching (Occupation); *Teaching Methods

This monograph updates a 1978 publication titled "The Scientific Basis of the Art of Teaching." Based on lectures presented during the 1983-84 academic year, this work discusses research on teaching to provide a substantial scientific basis for the art of teaching and for the education of teachers in that art. For several decades, one research reviewer after another concluded that relationships between teaching practices and educational outcomes were not evident. The negative consensus was largely due to a simple but widespread fallacy: the fallacy of taking seriously the statistical significance of statistically weak single studies. Recent meta-analysis has improved the procedures for drawing conclusions from any set of studies of relationships between roughly similar variables. Divided into three chapters, this book: (1) reviews the research gains made evident through meta-analysis; (2) discusses the application of these gains for the improvement of teaching practices and teacher education; and (3) considers the process-product, ethnographic-sociolinguistic, and other paradigms for research on teaching to improve these gains. Six pages of references conclude the document. (PN)

These schools implemented three types of programs: HOSTS, Prescription Learning System and Garden Variety individual school-developed programs. Due to student needs and high mobility, Chapter 1 instruction is highly individualized or in small groups. Summative evaluation of the project showed satisfactory progress of the students overall in reading and math regardless of the particular program in which they were enrolled. Differences in achievement of students in the three programs were not sufficiently marked to merit endorsing one program over another. The average gains of nearly every Chapter 1 school program were equal to or larger than the average for the district. A research model and strategy for studying selected variables and their effect on student achievement were developed in the 1984-85 school year. The next step is to develop theories and ways to measure the variables. Details of this research study are presented in a separate report currently in draft form. (PN)

ED 267 112 TM 860 203

Prakash, Madhu Suri
Minimum Competency Testing--Grading or Evaluation?
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; Educational Assessment; Elementary Secondary Education; *Grading; *Minimum Competency Testing; Remedial Instruction; *Student Evaluation; Testing Problems; *Test Use

The consequences of the minimum competency testing movement may bring into question the basic assumptions, goals, and expectations of our school system. The intended use of these tests is the assessment of students; the unintended consequence may be the assessment of the school system. There are two ways in which schools may fail in the context of the use of these tests: (1) inappropriate use of the tests; and (2) the school's inability to fulfill their goals, despite appropriate use of minimum competency tests (MCT). If quality education is defined as student input, then

Data
IDENTIFIERS- *Repeated Measures Design; *Statistical Packages; Variance (Statistical); Wechsler Adult Intelligence Scale (Revised)

Generalizability theory is based upon analysis of variance (ANOVA) and requires estimation of variance components for the ANOVA design under consideration in order to compute either G (Generalizability) or D (Decision) coefficients. Estimation of variance components has a number of alternative methods available using SAS, BMDP, and ad hoc procedures. This study examines the effect of these methods on coefficeints for a large sample of subjects under complex designs. The Wechsler Adult Intelligence Scale-Revised national standardization sample provided the data base. Subject (n=1880) variables (age, gender, etc.) provided variety for the construction of complex factoral designs. Three designs were used to investigate variance component estimation and resultant g-coefficeints. The designs included: (1) a two-factor subject x item design; (2) a three-factor subject x item x age design; and (3) a four-factor subject x item x age x gender design. These designs allowed estimation of both within and between subject effects. Suggestions are made concerning equal and unequal situations. (Author/PN)

ED 267 127 TM 860 220

Dovell, Patricia; Buhr, Dianne
Essay Topic Difficulty in Relation to Scoring Models.
PUB DATE- Apr 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Difficulty Level; Essays; *Essay Tests; Generalizability Theory; Higher Education; Interrater Reliability; Latent Trait Theory; *Models; Regression (Statistics); Research Design; *Scoring; Statistical Analysis; *Test Theory; Writing Evaluation

This study examined the difficulty level of essay topics used in the large-scale assessment of writing in relation to five different scoring models, and sought to determine what effects the scoring models would have on passing rates. In model one, examinee's score is the direct result of a score assigned by the reader or the sum executive summary, immigrants and refugees were reported to have faced discrimination at various levels. There was testimony presented on direct acts of discrimination by individuals, groups, and institutions. Presenters noted many instances of prejudice which were thought to result in discriminatory treatment. Finally, presenters cited institutional policies and practices which had a discriminatory and negative effect upon immigrants and refugees. The executive summary includes a list of commission findings and two major recommendations: (1) The Los Angeles County Board of Supervisors should continue to work for a comprehensive, effective, and equitable national immigration law (specific components of such a low are listed); (2) the Board should direct the Director of the Department of Health Services to conduct a comprehensive study of practices in connection with the Ability-To-Pay program and complaints of discrimination in that program. A list of hearing presenters is appended. (KH)

ED 267 141 UD 024 760

McCone Revisited: A Focus on Solutions to Continuing Problems in South Central Los Angeles.

Los Angeles City Human Relations Commission, CA.; Los Angeles County Commission on Human Relations, Calif.

PUB DATE- Jan 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; Education; Employment; Government Role; Health; Housing; Police Community Relationship; *Poverty Areas; *Public Policy; Racial Discrimination; *Racial Relations; Social Services; Transportation; *Urban Problems
IDENTIFIERS- California (Los Angeles); *California (Watts)

The proceedings of a 1984 public hearing on finding solutions to race-related problems in South Central Los Angeles, California, are summarized in this report. The hearing focused on problems identified by the McCone Commission, which investigated the Watts Riots of 1965 and reported on what could be done to ameliorate the conditions that caused the uprising. The report is divided into three main sections. The first summarizes testimony on how Los Angeles has attempted to fulfill the McCone Commission's recommendations in seven problem areas: police-community relations;

The Hmong Resettlement Study. Executive Summary.

Lao Family Community, Inc., Santa Ana, CA.; Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Dec 84
NOTE- 52p.; For related documents, see UD 024 774-784.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Community Problems; Cultural Traits; *Economic Opportunities; Educational Needs; Employment Opportunities; Foreign Countries; Group Unity; *Land Settlement; *Migration; Migration Patterns; Public Policy; *Refugees; Welfare Services; Youth Opportunities
IDENTIFIERS- *Hmong People; Laos; Refugee Assistance; *Resettled Migrants; United States

This document presents a summary of major findings of the Hmong Resettlement Study, a national survey of the conditions, issues, and problems affecting Hmong resettlement in the United States. The summary is organized within the framework of three major questions: (1) what has been the resettlement experience of the Homng? (2) what resettlement efforts and economic strategies have provided effective results for the Hmong? and (3) how might current strategies be changed to result in more effective resettlement and long-term adjustment of the Hmong? Among the most important findings of the study is the variability of Hmong resettlement in different locales. It is generally concluded that economic prospects are most favorable for school-aged Hmong, for whom assimilation is much easier. The report emphasizes findings relating to secondary migration, the movement of Hmong away from their initial resettlement site. Other issues discussed include: (1) how Hmong are faring in terms of employment, dependence, and adjustment; (2) the areas of employment in which Hmong have been particularly successful; (3) impediments to effective resettlement; (4) problem-solving approaches; (5) external and internal regulation and public policies affecting the Hmong; (6) economic development and employment projects; and (7) the Hmong's concerns for their future lives. (KH)

ED 267 167 UD 024 796

Cichon, Donald; And Others
Evaluation of the Refugee Targeted Assistance Grants Program: Phase I, Final Report.
RMC Research Corp., Hampton, N.H.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Aug 85
NOTE- 148p.
CONTRACT- 600-84-0177
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- County Programs; Economic Development; *Employment Programs; *Federal Aid; Federal Programs; Immigrants; *Job Placement; Job Training; Program Implementation; *Refugees; State Programs
IDENTIFIERS- *Refugee Assistance; Self Sufficiency; *Targeted Assistance Program

This report presents findings of the first phase of an evaluation of the Targeted Assistance Program (TAP), A Federal program which funds services and projects that assist refugees in attaining economic self-sufficiency and reduced dependency upon public assistance. Following an executive summary and other materials, the report is divided into eight sections. Section I describes TAP and the study context and methodology. Section II presents background characteristics of TAPs at the national level for all TAP counties nationwide and at the provider agency level for those providers in the site-visit sample. Section III discusses the outcomes of TAP at both levels. Section IV, the most extensive portion of the report, examines the relation of major context and program factors to TAP outcomes. Descriptions of how TAPs actually operate and how these operations appear to be related to their success in attaining TAP goals are presented. Section V discusses the quality of TAP outcomes. Section VI focuses on programs, primarily economic development and cooperatives, which cannot be readily assessed by the criteria used for the majority of TAPs. Section VII describes some innovative program features noticed during the site visits. Finally, section VII presents a summary discussion of conclusions and implications for refugee program policy and implementation. The report concludes that the TAPs are meeting most of their goals at a respectable, if slightly slow, pace. Three appendices include the evaluation plan abstract, definitions of program types, and a list of the provider sample. (KH)

Feedback from educators in England, Scotland, and the Republic of Ireland was obtained regarding the performance of U.S. student teachers in the schools of these nations. Reported in this paper are the educators' observations and beliefs pertaining to topics such as the professional and cultural/social strengths of U.S. student teachers; major cultural/social "mistakes" often made by U.S. student teachers; ways in which they could better prepare for classroom teaching assignments in overseas schools; goals motivating them to seek placement in overseas schools; and ways in which the foreign pupils benefitted from the U.S. student teachers, among others. Based on the feedback, recommendations are offered to student participants and university/college faculty for the improvement of teaching experiences in overseas nations. In addition, the need for internationalizing teacher education programs in the United States is recognized, and the Overseas Student Teaching Project at Indiana University is described. (Author) placements in the rural midwest. The control group was provided a minimal amount of training while the experimental group received extensive, standardized instruction. A statistically significant difference (P=.05) between the intelligence quotient (IQ) scores obtained for both groups was found with the experimental group scoring an average of 6.73 IQ points higher than the control group. Further research is suggested to determine if similar results apply to other groups and also whether similar results will be found when using other mental processing subtests on the K-ABC. (PN) schools can use MCT to grade students and provide quality education. However, if quality education is defined as realizing student potential, then using MCT to sort and grade students does not fulfill schools' claims of providing quality education. However, MCT can be used in schools to reflect the modern role of responsible responsiveness towards students. Such a use would involve testing for the purpose of evaluation to ascertain the type of remedial help required by students. Remedial help appears to take on significance in the proper use of tests within the institution's current goals and past developments. (PN) of scores assigned by multiple readers. Model two reports a composite writing score which combines a score from a direct assessment with a score from an indirect assessment. Model three adjusts the essay score or combined score by using the objective measure to compute the regression coefficient. Model four scores polychotomous items, such as essays (e.g. Rasch Model). Model five corrects raw scores for differences among raters adjusted by generalizability theory. Models one and two produced essentially equivalent pass/fail decisions. Model three was found to be inappropriate for making decisions about individual students because of the essay scores' discrete scale. Models four and five could not be applied because our data did not fit the design. Results showed that each of the models has its advantages depending upon the purpose of the assessment and the nature of the data. (PN)

welfare and social services; employment; health; housing; transportation; and education. In summary, it is said, considerable evidence was presented to suggest that the policy changes needed in both the public and private sectors have not been achieved and continue to be major obstacles to improvement. The second section outlines major findings. It reports that, since 1965, the greatest progress has been made in transportation and significant progress has been made in health; however, police-community relations, employment, welfare and social services, education, and housing remain as critical problem areas. The third section presents two basic recommendations: (1) in each problem area, a key agency should be appointed to review the various commission reports and to develop specific solutions, implementation methods, resources, and a time-table for implementation; and (2) a Blue Ribbon Task Force should be appointed to evaluate the effectiveness of responses to this hearing's recommendations. (KH)

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